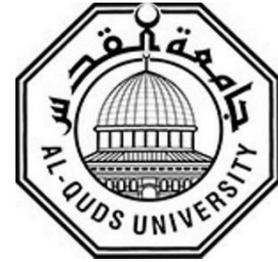


**Deanship of Graduate Studies  
Al –Quds University**



**The Difficulties Students Face with the Speaking Skill  
at the Secondary Stage from the Teacher and Student  
Perspective at Governmental Schools  
in Bethlehem District**

**Jihan Hani Abd-Alraheem Shweiki**

**M.Sc. Thesis**

**Jerusalem- Palestine**

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**The Difficulties Students Face with the Speaking Skill at the  
Secondary Stage from the Teacher and Student Perspective  
at Governmental Schools in Bethlehem District**

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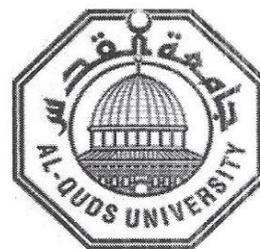
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Al –Quds University  
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### Thesis Approval

## The Difficulties Students Face with the Speaking Skill at the Secondary Stage from the Teacher and Student Perspective at Governmental Schools in Bethlehem District

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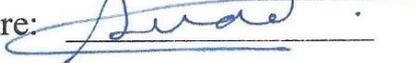
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1440-2018

## **Dedication**

From my deep heart and great love, this work is dedicated to:

My God who always helps me achieve my goals in my life,

My lovely father” Hani” for his support step by step to achieve my goals,

My lovely mother” Nahla” for her support, her prayers, moral support and kind words of great inspiration during my piece of study to achieve my goals.

My heart gratitude to my beloved husband “ Maher” who patiently tolerated all my misgiving with smile and stood by me in times of despair, I appreciate his patience, encouragement and tolerant during my study.

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My dear sisters and brothers: Sharihan, Nour, Ahmad, Yaseen, and Mohammad. They waited my success and give me confidence during my study. Also I would like to thank my brother in law Omar- Al-Zwahra for helping me in my study

My lovely friend, Maha jum’a for her helping during my study, support and everlasting encouragement.

## **Declaration**

I certify that this thesis submitted for the degree of the master, is a result of my own research except where otherwise acknowledged and that this study has not been submitted for a higher degree to any other universities or institutions.

Signed:.....

Jihan Hani Abd-Alraheem Shweiki

Date: 22-12-2018

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# **The Difficulties Students Face with the Speaking Skill at the Secondary Stage from the Teacher and Student Perspective at Governmental Schools in Bethlehem District.**

Supervisor: Dr. Hasan Hamad

## **Abstract**

The aim of the present study is to identify the difficulties that secondary school students face in the speaking skill from the teacher and student perspective at governmental schools in Bethlehem district. Moreover, the study aimed to identify the factors that hinder the development of students' speaking abilities, and the extent of students understanding of the importance of the speaking skill. The study was carried out at the first semester of the scholastic year 2018- 2019 at the secondary stage schools in Bethlehem district. Three tools were constructed which included a teachers' questionnaire, students' questionnaire, and an interview with the secondary students. From these questionnaires and an interview, data was collected and processed by using means, Standard Deviations, Frequencies, Percentages, t-test, one-way ANOVA, Person Correlation, and Cranach Alpha by using SPSS (Statistical Package for Social Sciences). The population of the study included all English language teachers at the secondary stage (10<sup>th</sup>- 11<sup>th</sup>- 12<sup>th</sup>) and their students represented by (25) males and female teachers, and 379 males and females secondary-stage students' at governmental schools in Bethlehem district. The sample of the study was stratified random, also the interview was held with 14 students chosen stratified randomly from the population of the study. It consisted of 4 questions.

The results of teachers' questionnaire showed that there were no statistically significant differences between teachers' gender "male" and "female", and there were no statistically significant differences between teachers who hold different university degrees or qualification. Also, there were no statistically significant differences between teachers with less than 5 years' experience, 5-10 years' experience and those with 11-20 years of experience.

The results of students' questionnaire showed that there were statistically significant differences between students' gender "male" and "female" in favor of females. Also, there

were statistically significant differences between students' place of living (city- camp-village) in favor of village students.

The students' interviews revealed that all students encounter various difficulties in the English speaking skill such as the lack of using the correct form of grammar in speaking, the lack of vocabulary and lack of synonyms, lack of being afraid of making mistakes while talking, lack of practicing the language in real situations, and the people's criticism on students while speaking English.

**Key words:** Difficulties, the speaking skill, secondary school students, government schools.

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# Chapter one

---

## 1.1 Introduction

Openness to the international community requires that humans emphasize the importance of learning English. Hence, the most important thing that human beings need to understand each other is good communication through language. Banu and Nishanthi (2017) stated that English is an important international language. They added that the major window into the world is English, which means that English gives us a view of the progress that is taking place in the world.

Language in general is an important element in communication. Moreover, English is the official language in many countries in the world. Reddy (2016) emphasizes the importance of English. First, it is used by the international business community. Second, people use it in education and in the pedagogical field. Third, it allows people to get a variety of jobs abroad. For example, English can help professions like pilots, air hostesses, travel guides, and media managers. Fourth, English gives researchers easy access to essential information. Last, it can be utilized in media and entertainment programs.

When someone expresses his thoughts to reveal a message to others, that is what we mean by language in general. Kailani and Muqqtash (2013) stated that language is a set of combination that form the system of rules by which the items are stored in the mind. Moreover, it is an arbitrary system of vocal symbols used to express thoughts and ideas among the members of a certain social community, and because English language is the most important to communicate with others, we need to know what we mean by “communicative language teaching” (CLT). The communicative approach is an approach that confirms interaction as both the means and the essential goal of the study.

Therefore, Haboush (2010) stated that language plays a pivotal and fundamental role in enabling individuals to communicate with each other, and he regards the English language is invading all Fields of modern life such as education, commerce, journalism, and

international employment. Moreover, English is recognized worldwide as the major international language. Ministries of education everywhere and educational institutions do their best to design communicative curricula that enable their students to use this language skillfully.

Furthermore, Alzboun, et al (2017) stated that speaking is the active use of language to express meaning, and people may lack their abilities to communicate successfully without speaking. Al Dweik (2008) said that speaking plays a major role in communication because speaking is the skill which conveys the learners' ideas to others orally.

In a study carried out by Rababah (2001:16) and from his experience, he confirms the existence of problems in learning English among the Arab learners. When he states:

“My experience as a teacher of English as a foreign language in schools and other educational institutions in Jordan leads me to believe that English language graduates in Jordan where Arabic is the native language, have difficulties in using English for communication. When engaging in authentic communicative situation, they often lack some of the vocabulary or language items which they need to convey the meaning of their message to the recipients. As a result, they cannot keep the interaction going for an extended period of time”.

In such situations, Alpaslan (2015) stated that speaking is, however, one of the most demanding skills to teach, and many students can write in English, but communicating in real life situations would be challenging. In addition, Al-Dweik (2008) added that developing oral skills is a real challenge for EFL teachers and students for different reasons. First, students do not live in an English-speaking environment. Second, there are too few classroom hours, and most teachers are not native speakers of English, despite their proficiency in the target language.

Salhi & Hamada (2013) added that Palestinian learners' achievement as a foreign language is not quite good; they face many obstacles to acquire the language. The statistical reports showed that the low levels learners achieved in the Tawjihi exams are according to the researchers experience, due to the teaching process. A problem in the speaking skill appeared in earlier stages of learning and such problems were developed through: teachers' beliefs and convinces of the whole teaching process; the learners' role, the methods and techniques they used to apply in EFL classrooms and the teachers' major role.

As a result, Palestinian students in general have great difficulty in expressing themselves orally and fluently. In addition, Alnakhlah (2016) stated that students do not use English

outside the class. Therefore, students are not encouraged to practice English outside the class, and they have limited time to learn English in class.

This study aims to identify the difficulties that secondary school students face with the speaking skill, and the factors that preventing the development of the students' speaking skill at governmental schools in Bethlehem district.

## **1.2 Statement of the problem**

Students at the secondary stage have some problems in forming utterances while trying to say some words or to form a complete sentence orally. So, they find it difficult to follow a conversation or to deliver a message correctly. The speaking skill plays a major role in communication. Some learners express thoughts and ideas, they find acquiring the speaking skill a tough task and the most challenging skill. Moreover, they cannot strike up a conversation or start an interview because they are weak in using correct articulation, resulting in the incorrect pronunciation of words. This study attempted to explore the difficulties that students face with the speaking skill at the secondary stage by examining teachers' and students' perspectives at governmental schools in Bethlehem district. Saavedra & Opfer (2012) stated that some problems that students faced while learning English which affect the learners' achievement and motivation. English learners cannot convey a simple message in English for several reasons; some are related to the learner or the teacher.

## **1.3 Purpose of the study**

This study aims to:

- 1- Identify the difficulties that secondary school students face with the speaking skill at governmental schools in Bethlehem district.
- 2- Identify the factors preventing the development of students' the speaking skill.
- 3- Find out the causes of the difficulties and obstacles students face while speaking in English.
- 4- Identify the teachers' and students' perspectives about the students' difficulties with the speaking skill.
- 5- Specify the differences in each of the study variables (student gender, and place of living).

## **1.4 Questions of the study**

This study aims at answering the following major questions:

1. What are the difficulties that students face with speaking skill at the secondary stage from the teachers' perspectives at governmental schools in Bethlehem district?
2. What are the difficulties that students face with speaking skills at the secondary stage from the students' perspectives at governmental schools in Bethlehem district?
3. Are there statistically significant differences in the speaking difficulties that students face at the secondary stage from the teachers' perspectives at governmental schools in Bethlehem district due to the teacher's gender, qualification, experience?
4. Are there any statistically significant differences in the speaking difficulties that students face at the secondary stage from students' perspectives at governmental schools in Bethlehem district due to students' gender and place of living?

## **1.5 Hypotheses of the study**

This study tries to find the answers of the following null hypotheses:

1. There are no statistical differences at ( $\alpha \leq 0.05$ ) arithmetic means in the speaking skill difficulties that students face at the secondary stage from the teachers' perspectives at governmental schools in Bethlehem district due to gender.
2. There are no statistically differences at ( $\alpha \leq 0.05$ ) arithmetic means in the speaking skill difficulties that students face at the secondary stage from the teachers' perspectives at governmental schools in Bethlehem district due to their qualification.
3. There are no statistically differences at ( $\alpha \leq 0.05$ ) arithmetic means in speaking skill difficulties that students face at the secondary stage from teachers' perspectives at governmental schools in Bethlehem district due to their experience.
4. There are no statistically significant differences at ( $\alpha \leq 0.05$ ) arithmetic means in the speaking skill difficulties that students face at the secondary stage from the students' perspective at governmental schools in Bethlehem district due to the students' gender.
5. There are no statistically significant differences at ( $\alpha \leq 0.05$ ) arithmetic means in the speaking skill difficulties that students face at the secondary stage from the

students' perspectives at governmental schools in Bethlehem district due to student's place of living.

## **1.6 Significance of the study**

This study tries to find out some of the major difficulties that encounter secondary stage students from teachers' and students' perspectives in the speaking skill. It may contribute to improve the components of language the speaking skill (listening and speaking) by the teachers. This study helps teachers to detect the strengths and weaknesses of students when teaching speaking, moreover it helps students to think seriously about improving their speaking skill. This is to avoid difficulties and to emphasize strengths in the speaking skill. Curriculum planners may benefit from this study to cope with the curriculum changes to make the presentation of content sequential or the textbook stereotype. In addition, it may benefit supervisors of Education to oversee the content that teachers share, and may enable them to concentrate on how to teach the speaking skill effectively. Furthermore, it may also benefit parents to register their children in training courses in English conversations.

## **1.7 Limitations of the study**

The researcher classified the limitations of the study into four categories:

Locative, temporal, human and topical limitations.

1. Locative limitations: This study has covered all the secondary governmental schools in Bethlehem district (10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup>) stage.
2. Temporal limitations: The researcher conducted this study during the first semester of the academic scholastic year (2018-2019).
3. Human limitations: The sample was selected random stratified sample, representing all the male and female teachers of English and their students at the secondary stage schools.
4. Topical limitation: The study has examined the difficulties of the speaking skill as perceived by English teachers and their students at secondary stage schools.

## **1.8 Definitions of terms**

### **Speaking:**

It is the action of expressing thoughts and conveying information to the receiver (Alnakhlah,2016,). Burns and Joyce (1997) define the speaking skill as an interactive

process of constructing meaning, including production, reception and information processing. Its form and meaning are dependent on the context in which it occurs. Moreover, this includes the participants, the physical environment, and the purposes for speaking.

The researcher defines speaking as: an oral ability to produce words with a correct structure regardless of complexity of grammar used to utter words correctly, with relevance and coherence to the context or situation,

**Speaking difficulties:** In her study, Al-Dwiek (2008) pointed out that the speaking difficulty is disability to express an idea or response in a certain situation. Alnakhlah (2016) added that the speaking skill difficulties are problems and complications that speakers could have when dealing with speaking skills.

The researcher defines speaking difficulties as the barriers that confront students in pronunciation and the appropriate vocabulary in the context, in addition, fluency and the proper uses of grammar. As many researchers point out, the amount of proper sentences and proper vocabulary were expressed by the students with volubility.

## **Skill**

A skill is the ability to carry out a task with determined results often within a limited time. Skills usually require certain environmental stimuli and situations to assess the level of the skill being shown and used ([en.wikipedia.org/wiki/Skill](http://en.wikipedia.org/wiki/Skill)). Al-Nakhlah (2016) defines it as the ability to do something well.

## **The speaking skill**

The speaking skill is a productive skill which students use words and sentences orally, to convey a certain message in a communication situation. Moreover, it is one of the four language basic skills (listening, speaking, reading, and writing). The construction of meaning involves producing and processing information. Nunan (1991), moreover, take into consideration pronunciation, grammar accuracy, fluency and vocabulary appropriateness. Speaking skill contains a components and elements that give the language the excellence and integration such as (fluency, pronunciation, grammar and vocabulary).

**Fluency**

Nation (1991) defines fluency as an ability to read or speak speedily, accurately, without hesitation, by executing certain aspects of English language performance such as pronunciation, grammatical processing, and word recognition in order to promote fluency.

**Pronunciation**

Schmit (2001) defines pronunciation as a way to produce and utter the sounds of the words (vowels, consonants, stress and intonation) to employ speech sounds for communicating.

**Grammar**

Schmit (2001) stated that the grammar is the use of appropriate forms of words and sentences in the context, and how to put the appropriate tense or the word order in the sentences.

**Vocabulary**

set of words that we must know to use the appropriate word in a communicative situation. Hornby (1995) defines vocabulary as a total amount of words that we used to express ideas and thoughts to communicate effectively.

**Secondary stage schools**

defines secondary school as an intermediate school between elementary school and college and usually offering general, technical, vocational, or college-preparatory courses (Merriam-webster.com).

The researcher defines the secondary stage school as a school for pupils aged 15- 18. And that school contains (10<sup>th</sup>- 11<sup>th</sup>- and 12<sup>th</sup>) stage.

## **Chapter two**

### **Theoretical Framework & Related Studies**

---

#### **2.1 Introduction**

Speaking helps people in communicating with each other. It helps people to generate their ideas and thoughts clearly, and to reveal the intended messages, and well understand to listeners. Speaking English language helps people to ensure openness in different countries, so this leads to the exchange of thoughts and experiences between different cultures.

Most people regard speaking the second language as the most difficult task. So, this requires a conscious effort to learn a second language. Thus, to learn a second language, you should have an intellectual, physical and emotional involvement to be able to produce an oral communication.

Speaking is the most difficult skill to master for the majority of English learners because of the little attention given to the speaking skill in schools. Nombre, et al (2012) in their study mention that students traditionally have negative attitudes towards English language. They do not hear or speak English outside the classroom. Therefore, English language students encounter difficulties in communication skills.

(Nunan, 2003) stated that speaking is a productive oral skill which is the hardest skill in teaching English as a foreign language (EFL) because it happens in real time. Furthermore, it includes productive verbal utterances to convey meaning.

In this chapter, the researcher presents the theoretical framework and the review of the related literature that explores the difficulties students face in the speaking skill.

## **2.2 Literature Review**

### **2.2.1 The Speaking skill**

Egan (1999) stated that speaking is the heart of the second language learning. We can say it is the most important skill for business and the field of government. Yet, it particularly appears vulnerable. Despite its importance and the problems faced in teaching, speaking has been until recently ignored in schools and universities, primarily for logistical and programmatic reasons, such as emphasis on grammar and culture and unfavorable teacher ratios. Students know how native speakers use language in real situations. Speaking was also absent from testing because it is a difficult process in evaluating, and it takes many times to test. In addition, Rababah (2001:16) added that “speaking is often described as a complex ability; consequently, it cannot be easily subjected to precise and objective evaluation. It consists of five components, namely: pronunciation, grammar, vocabulary, fluency, and comprehension”. Moreover, El Emara (1983) added that to be able to communicate in foreign languages, one must have control of these components. In testing the speaking skill, efforts should be concentrated on all these components rather than on the ideas conveyed through speech. The five components of speaking ability fall into two groups when classified according to the processes involved in teaching and learning to speak a foreign language. The first process includes acquisition of the signaling system of speech (pronunciation, vocabulary, and grammar). The second process includes using the acquired elements of achieving the communication of one’s idea to others. In this process the components of fluency and comprehension are necessary.

### **The Functions of Speaking**

Learning to talk in a foreign language is considered the most difficult aspect of speaking to create good communication. Brown and Yule (1991) categorized spoken language into three ways: interactional, transactional and talk as performance. Below are the clarification of these ways:

#### **A. Talk as Interaction**

A small conversation consists of short exchanges that usually begin with routines used in a small talk that serves the purpose of social interaction, moreover, we use to build and preserve relationships. Brown and Yule (1983) stated that the primary function of spoken language is interactional which aims to create good communication by using conversational conventions. Vygotsky (1978) pointed out that human relationships with reality is heavily mediated by social relationships and artefacts, in particular the humans’

use of cultural inventions, signs and tools such as speech, literacy ( the ability to read and write), mathematics. People mediate their interactions with one another and their surroundings. Zareie et al. (2014) added that interactional language is used to preserve social relationships.

Rivers (2000) asserted that language instructors should provide learners with opportunities for meaningful communicative behavior about relevant topics by using learner- learner interaction as the key to teaching language. This is because communication derives mostly from interaction. However, sometimes some students avoid this kind of situation because they often find difficulty in using words and presenting a good image for themselves.

### **B. Talk as Transaction**

Transactional speech is used for the transferring of information. The main focus here is the message and not the participant. This refers to situations where the focus is on what is said or done. The aim of transactional language is to communicate a definite message. Burns (1998) defines talking as transaction involving two different types. One is the status that focuses primarily on what is said or achieved from participants while giving or receiving information. The second type is transactions which express their needs and communicate information. People use talking for transaction such as explaining a need or intention, describing something, such as checking an account into a bank. Therefore, mastering speaking ability requires these kinds of conversations. Zareie et al. (2014) added that transactional language is message oriented.

### **C. Talking as performance**

The third type refers to public talk. This is the talk which transmits information to an audience such as speeches and discourse. According to Richards (2007, p.6) “Talk as performance tends to be in the form of monolog rather than dialog”, such as giving school rules, conducting a class debate, a giving lectures. Thus, it is very important for English teachers to apply these functions.

## **2.2.2 Oral communication**

Oral language is the sound or spoken words that are used in communication. Byrne (1976) pointed out that spoken language is the connection between speaking and listening as a way of sharing our thoughts and producing a comprehensible speech. Moreover; Reddy (2016) added that listening reveals to speaking. This statement indicates that the priority of these two skills is to listen first.

Listening and speaking are two basic language skills. Byrne (1986) defines oral communication as a process between the speaker and the listener, and it involves the productive skills of speaking and the receptive skills of understanding. This is considered to be helpful learning. Staab (1992) takes into consideration that the vital form of oral communication is speaking and listening which empower us in our daily lives. He stated that talking and listening are the most important communication tool; both talking and listening are lifelong activities. Brown (1994) also asserted that the integration of listening and the speaking skill is termed as oral communication skills, because listening can be developed indirectly by combining it to speaking. Byrne (1976) defined oral fluency as a productive skill which refers to the ability of the speaker to express oneself clearly without hesitation.

Listening is a receptive skill and a meaningful processes, while speaking is a productive skill. Both of them work jointly together. Byrne (1976) emphasized that listening needs active mental involvement by the speaker, both the speaker and the listener convey and receive information positively, while good instructions from the speaker help the listener to receive the message effectively. Speaking comes later; it is a productive skill which comes after the receptive skill. Speaking is a linguistic activity which, like language itself, consists of several elements: pronunciation (sounds), morphology and lexis (words and their parts) grammar and syntax, semantics, discourse (conversation and utterances), pragmatics (usage and its rules), fluency (ease of speech, confidence, coherence, and speed). It is a complex process because developing in functional language (grammar, vocabulary) needs to develop at the same time in communicative skills. Attention to the systems of language is crucial, but the development of fluency and contextual accuracy are equally important goals” Hedge, (2000).

Listening and speaking are two basic concurrent skills, and they are related to the other language skills. We can not speak without listening. Rodgers & Richards (2014) confirmed that learners should hear the language first, then they can apply the other skills easily.

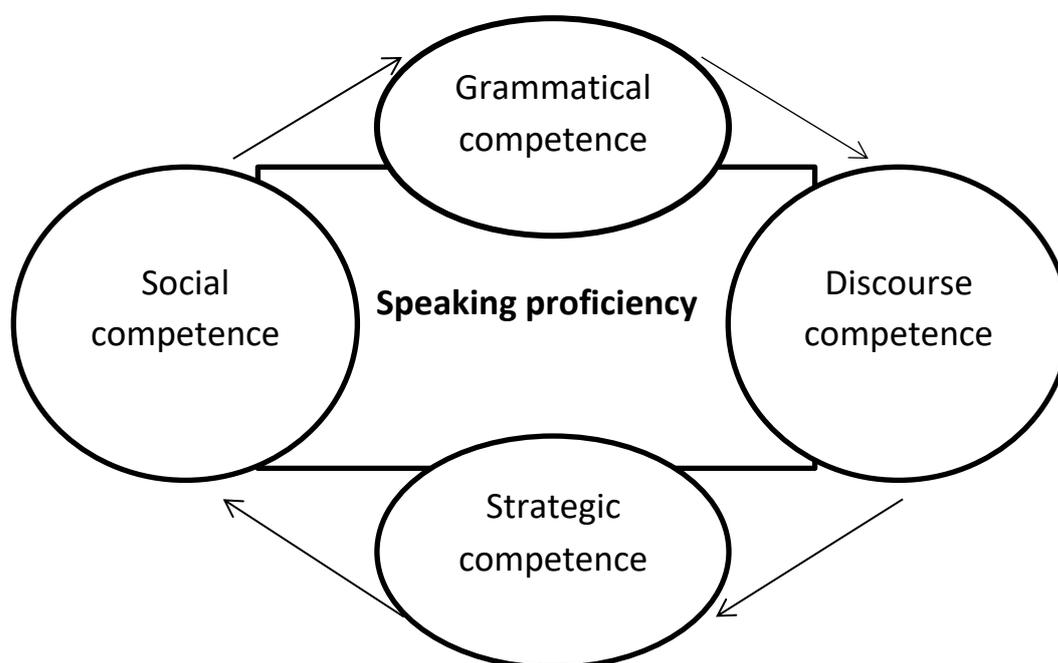
Munro (2011) points out that listening to longer spoken prose or a serial narrative, speech and storytelling activities, such as telling stories, or talking about a favorite story or television program, helps students to communicate their ideas to others.

### **2.2.2.1 Communicative competence**

In communication, speaking in standard English is still the heart of communication. The purpose of speaking is to engage learners in realistic tasks rather than just practicing

language material. Thus learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Chomsky (1965) defined competence as the speaker-hearer's knowledge of his language, which is the prime concern of linguistic theory. It is the knowledge of the ideal speaker-listener in a completely homogeneous speech community. Learners should acquire the knowledge of how native speakers use the language accurately in different contexts. Canal and Swain (1980) classify communicative competence into four aspects: 1. Grammatical competence that mainly includes vocabulary, grammar, pronunciation and morphology, which contribute to their fluency. 2. Discourse competence that combines the form of language with the meaning of language, forming a coherent conversation and discourse by joining grammatical forms and different meanings coherently. In communication, both the production and comprehension of a language require one's ability to perceive and possess stretches of discourse, and to formulate representation of meaning from referents in both previous sentences and following sentences. However, Brown (1994) stated that to prepare learners for effectiveness; the knowledge of language alone is inadequate. 3. Strategic competence that refers to the methods which complete the conversation or improve the communicative effect. Brown (1994) added that strategic competence refers to keep the conversation going on, and how to clear up communication breakdown as well as comprehension problems. 4. Social competence includes the culture and the competence of understanding and using language in a social linguistic environment.

## The framework of Canal and Swain of the abilities underlying speaking proficiency



Canal and Swain (1980) shown graphically in figure (1.1)

Widdowsons (1987: 67-69) “agrees with Canal and Swain on the four elements of efficient communication which are, 1) certain linguistic knowledge, 2) the ability to use linguistic knowledge 3) the communicative competence, 4) some knowledge about society and culture”.

According to Haynes (2007), communicative competence, whether the possibility of something, 2) whether something is feasible in virtue of the implementation available, 3) whether something is in the context and related to an appropriate element, 4) whether something is in fact done and actually performed.

Krashen’s view (1985) is that the natural learning route is the source of acquired foreign language competence. Foreign language acquisition involves picking up language a little above one’s current level of competence with focused input on meaning. Although Krashen’s theories have been subjected to considerable criticism on the grounds of their lack of explicitness and feasibility. Richard’s (2010) notice is that there is a little attention given to the teacher-preparation programs and to the issue of the language proficiency. Richards (2010) also adds that language proficiency enhances confidence in teachers’ teaching ability; on the one hand, it makes a contribution in teaching speaking skill in general.

### 2.2.2.2 Pronunciation

Pronunciation is an oral sound in a speech system; it deals with understanding and recognition, the flow of speech to produce fluency in spoken language. The main goal of teaching pronunciation as Kailani & Muqattach (2008) stated is that pronunciation is an important term used to capture all aspects in employing speech sounds for communication. The sound system of any language is made up of stressed and unstressed words, consonants, intonation, vowels, rhythm, juncture, and their sequences. Schmitt (2001) declares that content words receive primary stress, while function words have no stress. Stressing importance in tone units is a crucial prosodic device for getting the ultimate meaning of the words. However, speakers are not entirely free when they speak with stress. There are also certain grammatical and lexical constraints, called nouns, verbs, and adjectives which are used as “content words”. While “function words”, such as articles, prepositions, pronouns, and conjunctions are unstressed in utterances.

Teachers of English language have to emphasize the problematic segmental and supra segmental particularly, (intonation, stress, rhymes, linking and assimilation and phonemes) instead of teaching everything in the sound system.

Many teachers avoid intonation in teaching; they think that the intonation is a difficult task. Kailani & Muqattach (2008) named intonation as the rising and falling of the voice as we speak. It helps us to convey our messages across. However, teachers can make languages easier and funnier by teaching students how to change the tones according to the situation they come across. Fromkin et al (2007) points out the intonation differentiates between syntactic or semantic differences. In addition, intonation is constructive in changing the meaning of the word or in demystifying the ambiguous statement when speaking. Similarly, in this sentence, "what's in the coffee, honey?" When we are falling ( ↘ ) the tone on honey, we are asking someone called “honey”. While, when we are rising the tone ( ↗ ) on honey, we are asking whether the tea contains honey or not.

It is important to recognize the meaning behind the tones used in every day speech and to be able to use them correctly so that there are no misunderstandings between the speaker and the listener.

Trask (1996) said that it was easy for natives to determine which syllables bear stress, whereas (EFL) students do not recognize the stressed or unstressed syllables with self-evidence. They also need to be aware of the varying degrees of stress as O'Connor (1988) adds that there was no rule helping the learner which syllable or syllables in English must be stressed. Moreover, the learner should try to know how to pronounce new stressed

words. If you stress the wrong syllable, this ruins the shape of the word and may confuse the hearer.

Both stress and intonation affect communication. O'Connor (1988) pointed out that the place of the stress should not change; it has a determined place for the stresses in the words. Some people imagine that the intonation is the same for all languages. On the contrary, English intonation is not the same as the intonation of any other language.

Brazil (1980) pointed out in his research at the University of Birmingham in England that there are seven aspects of intonation that can contribute to the communicative value of an act of speech: 1) tone, 2) key, 3) the tone unit, 4) social meanings connected with tone, 5) key and termination, 6) intonation and discourse-structure and 7) reading intonation.

There are some equivalent sounds in Arabic and in English language. O'Connor (1988:39) "clarifies for Arabic (Cairo colloquial) the equivalent consonants with English: f,s,z,h,t,k,b,d,g,t,m,n,l,j,w,r". Kailani and Muqattach (2008) add that some of these letters do not exist in Arabic or are different in the manner/place of articulation.

- 1- /f/ and /v/ may be unclear, /f/ being used for both/v/ may occur in some Arabic names.
- 2- /p/ and /b/ also are confused, /b/ being used for both.
- 3- /r/ in Arabic is used for consonants and before a pause.
- 4- /i/ and /e/ are confused, /e/ is pronounced for both.

There are obvious differences in the consonant clusters in Arabic and English. Kilani and Muqattach (2008) pointed out that three sequences or more create problems for the Arab learner. However, it is not a problem for Arab learners to pronounce two-element clusters because they exist in Arabic as in words like /Ghafuah/- (nap) or /ktaab/- (book) depending on his dialect. Furthermore, some Arab learners insert the vowel /i/ between the first or the last consonants so as to be able to pronounce the word:

*{Introduce} becomes {Initroduce}*

The example above clarifies that the problem of pronunciation is solved by inserting /i/ phoneme.

According to Kilani and Muqattach (1995) there is another example of breaking consonant clusters in pronouncing the past tense of regular verbs such as: *{laughed, stopped, asked}*. As in the above example we insert /i/ to break the cluster.

There is a difference in vowel structure both in English and Arabic as in /a:/ as in (kta:b) Book, /i:/ as in /Ni:l/ the Nile river, and in the glides as in /aw/ oj.

Otherwise, O'Connor (1988) added that the equivalents are both English and Arabic/ i: e, a: a, u, u: ai, au/ We pronounce /e/ when we see /i/ and /e/. /u/ is replaced by the diphthong vowel in Arabic *mo;z'* bananas', and this may cause confusion with English.

### **2.2.2.3 Accuracy, Fluency and Complexity:**

Many researchers agree on defining fluency as an ability to read or speak speedily, accurately, without hesitation, by executing certain aspects of English language performance such as pronunciation, grammatical processing, and word recognition in order to promote fluency. Kilani and Muqattach (2013) stated that fluency and accuracy should be emphasized by language teachers because accuracy is a necessary condition for fluency. On the other hand, the teacher should design tasks to develop the students' ability in fluency. Faerch (1984) pointed out that oral fluency is a relative concept which in foreign language learning means the ability to express thoughts freely and easily. Additionally, he classifies these abilities into three types: semantic fluency, lexical and syntactical fluency and phonetic fluency. Yet, Brumfit (1984) assumed that fluency is a language system with an effective performance to acquire a fluent speaking. He supposes that fluency is not only applicable to speech production (speaking and reading) but also to speech distinction (listening and reading). Skehan (1996) pointed out that fluency reflects the ability to cope with real communicative events, clearly inseparable from meaning conveyed by sentences. Widdowson (1978) & Segalowitz (2000) assume that fluency is related to the speakers' ability in using all the aspects of the speaking skill to facilitate communication by using (fillers, lexical phrases, ellipses) and compensation skills such as (self-correction, rephrasing or repeating) to overcome hindering communication. Nation, & Newton (2008) differentiate between fluency, accuracy and complexity. Fluency is generally measured by speed of access to communicate freely without hesitation, while accuracy is measured by the amount of errors that make misconception in communication. Complexity is measured through the complicated structure such as subordinate and dependent clause.

### **2.2.3 Communicative language teaching**

Communicative ability is the goal of foreign language learning. That is why it underlines such widely used approaches as situational language teaching.

Littlewood (1981) stated that the communicative approach opens up wider perspectives on language; it is the communicative functions that it performs, not only the structures

(grammar and vocabulary. In other words, we begin to look at the language forms at first. Then we should look at what people do with these forms when they want to communicate with each other. This enables us to give fuller account of what students have to learn while using language for communication.

Littlewood (1981) added that communication through language concentrates on structural and functional ways. The structural view of language concentrates on the grammatical system. In addition, accounting how language is used as a means of communication needs more concentrating on the other systems rather than concentrating only on grammar system. The functional way makes up a native speaker's linguistic competence and enables him to produce new sentences to match the meaning that he needs to express. When we speak, we are constantly estimating the hearer's knowledge and assumption in order to select a language that will be interpreted in accordance with our intended meaning.

Haynes (2007) stated that an individual should think of these in order to learn a language:

- 1- Perceive oral language.
- 2- Use symbolism.
- 3- Link ideas, for example, cause- effect
- 4- Conceptualize and categories
- 5- Sequence and order.
- 6- Transfer what they know.
- 7- Learn and store language experiences.

Learners become more efficient and more effective if they use these ways in learning foreign language.

Widdowsons (1978) state that we acquire a language to learn how to compose and comprehend correct sentences as isolated linguistic units of random occurrence and to use sentences appropriately in order to achieve a communicative approach.

Littlewood (1981) submitted two key approaches within it, skill learning and natural learning. Skill learning path is completely compatible with some traditional methods of language teaching in terms of input from instruction to enter through use. This reveals conscious learning and increasing degrees of automaticity, while natural learning input from communication is to reveal an acquired system through subconscious acquisition to correctness.

Zayed (2003) pointed out that the students have more responsibility for their own learning in communicative activities. Yet, this does not minimize the responsibility of the teacher in the instructional process. The teachers construct the oral learning process, by modeling

pronunciation, intonation, stress and oral expression, and by stimulating interest and conversation with students, then, interacting with conversation. They also create participation atmosphere from students.

## **2.2.4 Factors that cause speaking difficulties**

### **2.2.4.1 Difficulties in speaking itself**

Oral performance of spoken language can be difficult in some cases, or it can be easy. Brown (1994) shows some characteristics that can make speaking difficult as:

#### **1- Clustering**

Widdowson (1998) & Segalowitz (2000) assumed that fluency is not just words by words. But also it is (Fillers, lexical phrases, ellipses) and compensation skills such as (self-correction, rephrasing or repeating). Learners can organize their output both cognitively and physically through clustering. It is not alphabetic letters; it is a phoneme grouping.

#### **2- Redundancy**

It means repetition of linguistic information inherent in the structure of a language so as to make meaning clearer. Moreover, the unnecessary repetition and the expression freedom and liberty is related to redundancy.

#### **3- Reduced forms**

Some problems lie in teaching spoken English such as contraction, elision and reduced vowel form. Jung (2001) regarded the shortened form of one or two words as a contraction, one of which is usually a verb. An apostrophe takes the place of the missing letters, and some contractions are: *I'm (I am), can't (cannot)*. Whereas elision means omitting a sound in the middle of a word. This occurs with initial or final word vowels, for example, instead of "*captain*" "*cap'n*" and "*wanna*" instead of "*want to*".

#### **4- Performance variables**

The process of thinking as we speak allows manifesting a certain number of performance, backtracking corrections, hesitations and pauses. This is regarded as an advantage of spoken language.

#### **5- Stress, intonation and rhythm**

The most important features in English are, stress, intonation and rhythm. The stress time rhythm of spoken English and its intonation pattern convey important messages.

## **6- Interaction**

Interaction indicates learning to produce moves of language in a vacuum which refers to the creativity of conversational negotiation. River (1997) stated that sometimes some students avoid this kind of situation because they often find difficulty through losing words and in presenting a good image for themselves.

### **2.2.4.2 Problems related to the classroom**

There are some problems that could be found inside the classroom such as:

#### **1. The number of the students in the class**

The first problem is the large amount of population at schools and in classes. Each public school has an average of 40 students per class. Large size of classes and population is a real problem. It may create confusion to the teachers and students as well. The noisy atmosphere reflects a negative attitude to the learner. Ramanathan & Burning (2002) pointed out that the huge number of students in the classroom would hinder listening and speaking skills in the classroom. Abu Riach (2011) added that overcrowded classes in Gaza's schools nowadays affects the capacity of educational attainment and the ability of educational programs. Moreover, directors of Gazan schools said that overcrowding in the classroom negatively affects the students' achievement.

#### **2. Talking time in the class:**

Teachers regard debating activities as time-wasting and low status activity. Tarleton (1988) points out, from teachers' perspectives, that children's classroom talk is a sign of poor concentration and distraction. Thus, learners become unable to speak English. As a result, the English teaching-learning process is not effective. Al-Mohanna (2011) stated that students have a limited opportunity to practice language because most of the time EFL teachers are talking in the class. This inhibits the development of spontaneous use of the foreign language. Hitotuzi (2005) pointed out that teachers talk more than learners according to the general belief in the teaching-learning world. In addition, he wrote about learner-centered approach which presents the opportunity for students to speak in the L2 classroom. Teachers have to consider talking as a mark of effective learning through promoting it during lesson time instead of suppressing it as a time-wasting distraction. Ments (1990) added that students should be talking to merge new information into their scheme of things. Talking is an essential part of this process. Juma' (2016) states that learners need to practice and interact in the classroom by focusing on speaking activities such as producing sounds, phrases, or grammatical structure, while other activities are

controlled by the teacher. Therefore, learners have more freedom to choose the topic that focuses on improving oral communication.

### **3. Using mother tongue in the class**

Some teachers use their mother tongue in the class to clarify some points about the lesson. Littlewood (1981) pointed out that there are some factors that causes speaking difficulties; one of them is using L1 for class management or for clarifying some points in the lesson. Many researchers regard foreign language as a vehicle for communication. On the contrary, some teachers say that they use L1 in some way to clarify the rules of grammar and the definition of the vocabulary.

#### **2.2.4.3. Problems related to students**

##### **1. Students' understanding and appreciation of the importance of the speaking skill:**

The essence given to the speaking skill should be uplifted among students. Sayin (2015) pointed out that some learners comprehend the necessity of acquiring good communication skills with self-motivation, while some do not realize the need of speaking. He adds that even though many Turkish students nowadays receive foreign language education from elementary school, they need to develop their perspectives in language learning through concentrating on practical real-life. Paakki (2013) added that many students dislike English for no reasons; they are just not interested in this subject.

##### **2. Students' speaking difficulties in foreign language related to vocabulary**

Speech difficulties are a genre of speech and communication needs such as the difficulties in distinguishing sounds manner of articulation and rhythm or tune of speaking. Paakki (2013) classified the reasons of speech difficulties in second language acquisition into two parts: first the speech production which is related to the field of linguistics that concentrates both on physical and cognitive process, second, speech perception which helps us to explain why people do not notice the difference between certain L2 sounds. Paakki (2013) added that the lack of vocabulary and the use of the mother tongue in classroom are two of the most significant reasons that make students not having the ability to speak a foreign language. In other words, students use mother tongue in order to express their thoughts about the subject matter. Kilani (1995) added that when teaching vocabulary, we have as a teacher to distinguish five types of vocabulary, namely: ESP

(English for special purposes); active/ productive; passive/ receptive; function/ structure; and content vocabulary.

### **3. Students speaking difficulties in the foreign language related to grammar**

To arrange correct sentences and build accurate utterances learners should know basic rules. Rawya (2012) considers that learning grammar is an important process for students to be accurate and fluent in the target language. Pérez-Llantada, (2010) asserted that grammar is necessary to communicate with an appropriately way on mastering the target language requires an awareness of functional grammar in order to produce complete and clear sentences.

### **4. Students speaking difficulties in the foreign language related to shyness, hesitance and anxiety**

Paradowski (2015) defined anxiety as an internal feeling of tension, nervousness and worry, usually occurring in speaking while delivering a speech in public, usually for a short time in unusual situations. Sari (2011) stated that learners feel embarrassed while talking in front of others because they are afraid of stuttering or making mistakes while pronouncing the words. Therefore, learners often hesitate to speak in front of others. In addition, some students have enough knowledge about English in general and about grammar in particular, but they do not use English in their society. They also have little confidence to speak.

### **5. Lack of motivation**

Motivation is something inside and outside ( internal and external) the individual, and it acts reciprocally with the environment. Students who are not motivated to engage in learning reflect passive learning. Crooks and Schmidt (1991) pointed out that the three major sources of motivating learning are: the learners' natural interest, the role of the teacher as an example of extrinsic factor, and success in the task.

#### **2.2.4.4. Problems related to the teacher**

**1- Teachers' perceptions about teaching speaking:** Teachers have to consider teaching the speaking skill as a mark of an effective learning, and they should spend enough time doing that. Al-Mohanna (2011) highlights that EFL teachers talk most of the time, and students are left with limited opportunities to practice the language. However, Tarleton (1988) regards oracy method ([www.Meriam-Webster.com](http://www.Meriam-Webster.com)) defines oracy as a proficiency in oral expression and comprehension) as a valuable method, so the priority is for the listening and speaking skills. Ment (1990) stated that teachers should involve students in an active learning. Moreover,

he affirms the importance of talking because it enables students to have the opportunity to integrate new information with their experiences.

**2- Educational qualifications of the teacher:** Unqualified teachers in the teaching English language may suffer from many of the problems that hinder the educational process. Abu Riash (2011) summarized some points, such as portfolio and methods of observation, interviews and performance measures, and determining the level of the students. Some teachers lack the ability to design activities and remedial actions for dealing with weak students. Moreover, the teacher should encourage the students to express their thoughts, feelings and their perspectives about what is presented to them, and what is being studied. In addition, the inefficient methods, techniques and procedures can make an inactive and indifferent learners. This leads to the unawareness of the teacher about the clear objectives and goals of curricula.

**3- Speaking strategies that teachers should use in class:** Most teachers focus on teaching grammar rules and writing rather than teaching the speaking and the listening skills. Even when there is an opportunity to engage students in speaking, teachers neglect it and move to other tasks like reading and writing. Samira Al-Hosni (2014) pointed out that teachers lack speaking strategies. They think that teaching their students to speak is just teaching grammar and vocabulary rather than the other skills. Moreover, teachers are not aware that focusing on teaching the forms of words would inhibit improving their students' oral communication. On the contrary, students need to be engaged in communication activities in order to improve their speaking skill. River (1997) mentions that language instructors should provide learners with opportunities for meaningful communicative behavior by using face to face learners' interaction. Al- Dwiek (2008) carries on Zayed (2003) study in which he points out that the teacher can guide the oral learning in the following instructional processes:

- Modeling pronunciation, intonation and stress.
- Facilitating vocabulary activities and grammar.
- Engaging and interacting students in conversations.
- Creating an acting atmosphere in order to participate in language learning experiences.

**4. Teachers' role in class:** Harmer (2007) pointed out that the teacher should act in many ways in his class, and he should be more than a facilitator. He should act as a

controller, prompter, tutor and participator. The truth is that the teacher is the controller of a classroom. Besides that, he should be a democratic teacher in his class so as to let his students participate in making decisions. Sikder (2016) carried on Ur's (1996) study affirmed that the teacher should promote activities in order to solve speaking problems such as group or pair work, and to make distinctive tasks to stimulate the interest of the learners. Scrivener (1994) also mentioned a few suggestions which can help teachers to improve the speaking lessons such as structuring talk (reducing the teacher's participation level by confirming that the learners get the maximal chance of talking in class), using open questions whose answers are more than 'yes' 'no'. Imam (2005) stated that teachers can make significant changes inside the classroom, depending on a teachers' perspectives and personal variables like interest, experience and motivation. Scrivener (1994) also stated that the teacher can use the communicative techniques in order to teach his students to speak fluently through, for instance, scaffolding which can provide self-correction without the teacher's interference. Students should construct the conversation by showing interest, nodding, having eye-contacts, and by asking for clarification of unclear information.

#### **2.2.4.5. Social and cultural factors**

Social factors have an indirect effect on learners Ellis & Ellis (1994) stated that social factors play a big role to determine the shape learners attitudes towards speaking. Banu, & Nishanthi (2017) points out that the environment does not encourage students to speak English. People outside the class criticize L2 speakers, who speak English in daily conversation, because they think that L2 speakers take a pride in their speaking, which leads people to lose their self –confidence, when they think to speak once more in English. Moreover, students do not want to be rejected from the people around, so they use their mother tongue in daily conversation. That's inhibit communicating in English outside the class. Banu & Nishanthi (2017) added that the school was the only place where students learn English. If the students have an uneducated parent as a (farmer), they did not get any help from their home. By contrast, students in urban areas get a help in many ways in addition to schools as from parents, private tuition or places outside school where they could learn English outside the school.

#### **2.2.4.6 Lack oral drills in Curriculum**

Curriculum plays an important role that causes problems in the oral English communication. Gan (2012) stated that the origin of weakness in oral communication related to the curriculum, which lacks of a focus on language improvement. The curriculum focused on the grammatical issues and theories of language rather than concentrates on oral drills. Sayin (2015) added that till the last decade the curriculums at schools in turkey focused on teaching Grammar, then teaching vocabulary, but recently realized the need of oral training in order to be efficient in communication. Therefore, they develop oral skill to fit the increasingly need for communication in foreign language.

#### **- Some of general principles of language Learning and Teaching:**

There are some general principles underlie the curriculum outlined: (Ministry of Education, 2015, pp. 10-14).

- Language is functional, which means peoples interacts with each other in social context to express themselves in communications
- Language varies, which means that language varies in many ways. Such as according to region, person, topic, social class, setting
- Language learning is culture learning, which means learning language to extend one's social cultural competence to new environments.
- Language acquisition is a long-term process. This means that EFL learners must be given a sufficient time to attain proficiency in English.
- Language acquisition occurs through meaningful use and interaction. Language became more effective learning when it occurs between debating learners.
- Language processes develop interdependently. Listening preceding speaking, and speaking preceding reading and so forth, that's mean learning is as a sequence operation.
- Native language proficiency contributes to second language acquisition.
- Second language learning is a developmental process, so teachers should stimulate the learners to reveal to the proficiency.
- Students must use knowledge in real life situation.

### **2.3 Related studies**

There are some studies which have investigated the speaking difficulties faced students in speaking skill:

Al Hosni (2014) in her study “Speaking Difficulties Encountered by Young EFL Learners”. However, speaking foreign language considered as a challenges in communication. English as foreign language (EFL) learners, encountered many speaking difficulties. Many studies have indicated that oral language development has largely been neglected in the classroom. Oral language in the classroom is used more by teachers than by students . The population of the study consisted of grade 5 teachers and students in basic education schools in Oman. Four English teachers and three classes from one school were involved. Moreover, lesson observations, interviews, and curriculum analysis are the instruments were used in the present study. The data collected and analyzed qualitatively. The results revealed that there are three major speaking difficulties encountered by the students, and they are linguistic difficulties, mother tongue use, and inhibition. The findings of the study were suggested to overcome the difficulties by concentrates more about speaking drills, and extracurricular activities in speaking should be considered.

Gan’s (2012) study aimed to identify the problems with oral English skills of ESL (English as a second language) students in Hong Kong. The study, conducted semi-structured interview, to understand the difficulties ESL students encountered in their oral English development in the context of a Bachelor of Education. Then sample of the study were 16 student teachers enrolled in a Bachelor degree programme. The results of the study reveals to the lack of opportunities to speak English in lectures and tutorials, lack of a focus on language improvement in the curriculum, and the input-poor environment for spoken communication in English outside class apparently contributed to a range of problems that closely related to the sociocultural, institutional and interpersonal contexts in which individual ESL students found themselves.. They also point to a need to incorporate a sufficiently intensive language improvement component in the current teacher preparation program.

Paakki (2013) write a paper that focused on the difficulties in speaking English and perceptions of accents- A comparative study of Finnish and Japanese adult learners of English, The aim of this study was to discover if adult learners of English experience problems in speaking English. However, to many, speaking English seems to be a very

challenging task. this problem needs to be studied in order to remedy the situation. The methods used in the analysis of this data are mainly qualitative The interviews conducted on Finnish and Japanese adult learners of English. The problems experienced in studying English as a foreign or second language have been studied somewhat, but the problems that Finnish and Japanese learners, in particular, experience in speaking English should be studied more.

Qawasmi (1995) conducted a study interaction with conversation. The study investigated the need for providing more opportunities that stimulate students to participate in actual conversational interaction and the need for a natural atmosphere and asking to create a teaching English conversational interaction. The subjects were 175 students at Bir Zeit, Al-Najah, Bethlehem and Hebron Universities. The results of the study showed that the students did not have enough opportunities to practice English in their daily life and the students considered the speech of native speakers of English pronunciation as the major obstacle, and the heavy reliance on the teacher in class makes it difficult for the learner to interact with native speakers of English outside the class.

Al Nakhalah (2016) investigates a study about the speaking difficulties and problem encountered by English language students at Al Quds Open University. The researcher used the experimental method to measure the speaking difficulties encountered by English language students at Al Quds Open University. The researcher designed an interview on the sample of the study. Such interview will be applied for each student to investigate speaking difficulties and the causes of such difficulties. The results showed and indicated some difficulties in the speaking of the students due to some reasons such as fear of mistake, shyness, anxiety and lack of confidence. The researcher adopted some recommendations the most important one is to establish an environment support and encourage the students to speak English frequently, and he suggested carrying out more researches and studies regarding speaking difficulties encountered by English language students.

Dalem (2017) carried out a study to explore the speaking difficulties encountered by English language students at Al Margeb University, and to discover the causes of the difficulties. Speaking English is a very important task in international communication. In addition speaking fluent English is a common problem among the nonnative speakers. The

second language learners have gone through a variety of cases to learn how to speak not only correct grammar and using the right vocabulary but with correct accent and pronunciation. Many obstacles, therefore, have been known as the predictors of such a problem among the language learners. According to the review of literature, appropriate speaking instruction was found to be the learners' priority and a field in which they need more attention. In this paper the writer highlight the speaking difficulties encountered by English language students at Al Margeb University, which are considered to be the most urgent for every teacher, such as fear of mistakes, shyness, anxiety, lack of confidence and lack of motivation. This paper can be useful to teachers to consider their language learners' speaking needs in English language teaching and learning context.

Abedini, and Chalak, ( 2017) led a study to identify the obstacles Iranian EFL learners experience when speaking English in foreign language classrooms and also to identify strategies teachers use to deal with such obstacles. The participants of the study were 60 language learners with equal English language proficiency and 20 EFL teachers. In order to identify the inhibition sources in speaking a questionnaire on inhibition was administered to the 60 selected learners and to elicit information about teachers' strategies to reduce the inhibitions, semi-structured interviews were conducted with 20 teachers. Based on the students' responses to the questionnaire, the most influential factor contributing to inhibition in speaking was negative evaluation followed by anxiety and confidence, linguistic and topical knowledge, classroom environment and instruction quality. On the other hand, teachers listed three types of strategies to reduce inhibition in speaking as strategies for creating anxiety-free and friendly environment, using popular topics for speaking, and using positive feedback. Based on the results of the study, it can be concluded that psychological factors are among the most influential factors contributing to inhibition in speaking among Iranian EFL learners. The results of the study could give sufficient insight to teachers regarding debilitating factors in speaking which can consequently could encourage teachers to provide learners with better speaking opportunities.

Banu and Nishanthi (2017) the study investigates the causes that make the students difficult to communicate in English and suggest some solutions that can overcome the difficulties. In this background, Descriptive nature of this present paper highlights the difficulties faced by college student in speaking English – a sociological reflection. Result

revealed that student use English more frequent only inside the class and less frequent outside the class. Whereas, students“ have limited time to learn English in class, and they still do not have enough encouragement to practice English outside the class in order to get familiar with English. Next the Environment was the leading cause for the problems in learning English. Another major finding was that rural students perceived more problems than urban students. Lack of reading habit and listening tends to challenge several problems in learning English.

In a study conducted by (Dil, 2009) investigated Turkish EFL learners' communication obstacles in English language classrooms, Main obstacles of communication are anxiety and unwillingness. In this study, the situation of the students' anxiety and unwillingness was determined. This study was carried out in spring term of 2007-2008 education year in Education Faculty of Adiyaman University in Turkey. A66-item survey of 139 first-year undergraduate non-English majors revealed that. Most of the respondents were willing to participate in interpersonal interactions and like to risk using/speaking English in the class. 2. Half of the students felt anxious to communicate in their English language classrooms and speaking to native speakers. Females are less anxious and more willing to communicate in English classrooms than males. The students in Social Science department feel more anxious and are more unwilling to communicate in English classroom than the students in Math, Science and Class Teacher departments. Students who perceive their English "poor" feel more anxious and are more unwilling to communicate in English classes than the other students perceiving their English level "Very Good, Good and OK,"

Al-Jamal & Al-Jamal (2013) presented study aimed at describing difficulties that may be encountered at an EFL setting. The sample was stratified random as drawn from six Jordanian public universities. Survey questionnaires as well as semi-structured interviews were constructed. 64 students were interviewed out of 566 students who responded to a survey questionnaire. The findings of the study exposed a perceived failure of EFL students' speaking skill in English was reported together with reasons that explain such perceived difficulty. The results of the study showed a 'low' speaking proficiency level among EFL undergraduates along with negligible instruction of the speaking skill at university courses' level. More highlighted difficulties by this study were as these of: communication in L1, large classes, and lack of time.

Aprialita, et al (2018). Study aimed to explore English speaking difficulty faced by Jordanian international students at Universitas Muhammadiyah Surakarta. In achieving the objectives of this research, the researcher used qualitative method and hermeneutic phenomenology as an approach to collect and analyze data with semi-structured interview techniques in order to produce descriptive data appropriate from the participants perspective. Then moved in the form of words as a result of this research. The results of this research showed English speaking difficulties faced by Jordanian international students for the reasons such as anxiety, shame, and self-confidence. The important recommendation from the researcher that Jordanian international students should more practice English. In addition, they also have to interact with international students from different country and local students to overcome this difficulty.

#### **2.4 Summary**

This chapter introduces the background of the study that related to several difficulties face students in speaking. Arab learner find speaking foreign language a real problem in the communication skills, because they regard talking foreign language freely and confidently a big challenge for them in our society, since they lack all the encouragement aspects. This study emphasized the difficulties of the learners that confront them every day; as a result it inhibited their improvement in talking. Moreover the study concentrates on the difficulties in the speaking skill from teachers' and students' perspectives. The difficulties in learning speaking in general lie to the teaching method, environment, learners, teachers, and lack of opportunities to practice the foreign language outside the class; these are the most important reasons that will be take into consideration to transcend these difficulties. This study highlighted the weak areas in the speaking skill and the real causes of this problem including problems students' face in speaking and another problems that their teachers needs to highlighted from teachers.

## **Chapter Three**

### **Methodology and Procedures**

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#### **3.1 Introduction**

This chapter describes the procedures as well as the research tools used to carry out this study. It also describes the methodology of the study, specifies the participants and the sample, describes how the study tools (questionnaires) were prepared, gives an overview of the interviews, and it verifies both the validity and reliability of the questionnaires and interviews. Finally, data collection and statistical analysis are used to evaluate the results of the study.

#### **3.2 Methodology**

This study utilizes descriptive qualitative and quantitative research methods. It is descriptive in the sense that a survey was conducted, through the use of a questionnaire, in order to address the difficulties that secondary school students face with their speaking skills. The purpose of this study is to understand which difficulties EFL students encounter in speaking as perceived by the students and their teachers at the secondary stage in governmental schools in Bethlehem District. To achieve this goal, and in an attempt to answer the questions posed by the study, the researcher collected data using three tools: two questionnaires one for English teachers' and the other for their students and a semi-structured interview which were administered to EFL students who were selected by the researcher among a pool of participants. The questionnaire data was collected and statistically analyzed (questionnaire data).

### **3.3 Study Population**

The study population consisted of every student and instructor in the secondary stage at governmental schools in Bethlehem District during the first semester of the 2018/2019 scholastic year. The total study population reached almost 10,000 male and female students, representing various grades in secondary schools (10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>). Moreover, among the study population were (85) English language instructors teaching in the secondary stage at governmental schools in Bethlehem District. Individual teachers were selected among these instructors and questionnaires were distributed according to independent variables (like gender, qualification or degree and experience). Individual students were also selected among the general student population according to independent variables (like gender and place of residence).

### **3.4 Study Sample**

The study sample consisted of 25 male and female teachers who were selected from all of the governmental secondary schools in Bethlehem Directorate, which includes tenth, eleventh and twelfth grades. In addition, 379 male and female students from the same schools were selected stratified random sample at the secondary schools in the same directorate in Bethlehem. The students were heterogeneous, ranging between 15 to 18 years of age. They all studied in governmental schools during the 2018/2019 academic year.

The following table shows the distribution of the study sample:

**Table (3.1) Sample distribution according to teachers' gender and qualification variables:**

| Variable                   | Level                     | N  | Percentage |
|----------------------------|---------------------------|----|------------|
| <b>Gender</b>              | Male                      | 16 | %64.0      |
|                            | Female                    | 9  | %36.0      |
| <b>Qualification</b>       | Bachelor's Degree or less | 18 | %72.0      |
|                            | Master's Degree           | 7  | %28.0      |
| <b>Years of experience</b> | Less than 5 years         | 4  | %16.0      |
|                            | From 5-10 years           | 6  | %24.0      |
|                            | From 11-20 years          | 15 | %60.0      |

The following table shows the distribution of the student sample according to the gender variable, showing the percentage of male (58.3%) and female (41.7%) respondents. It also distinguishes between variables in place of residence, with students living in the city (35.1%), in villages (58.3%), and in camps (6.6%).

**Table (3.2) Sample distribution according to student gender and location variables:**

| Variable               | Level   | N   | Percentage |
|------------------------|---------|-----|------------|
| <b>Gender</b>          | Male    | 221 | %58.3      |
|                        | Female  | 158 | %41.7      |
| <b>Place of living</b> | City    | 133 | %35.1      |
|                        | Village | 221 | %58.3      |
|                        | Camp    | 25  | %6.6       |

### **3.5 Tools**

1. The researcher designed two questionnaires that were distributed to both teachers and students, while also conducting an interview with students. The study tools aimed to identify the origins of difficulties in the speaking skill. The researcher used two questionnaires based on the Likert Scale which offers five response options (strongly agree: 5, agree: 4, undecided: 3, disagree: 2 and strongly disagree: 1). The teacher questionnaire consisted of 5 domains regarding difficulties related to speaking (in relation to content (textbooks), pronunciation, vocabulary, grammar and fluency), including a total of 27 items. The students' questionnaire consisted of 5 domains (the student understanding of the importance of the speaking skill, social environment, psychological reasons, linguistic reasons and pedagogical reasons), with 25 items identified that relate to the origins of weakness in speaking skill. The interview consisted of four questions:
  - 1- Why do you think that speaking English is difficult?
  - 2- What are the main difficulties that hinder your speaking abilities?
  - 3- How often do you use English language in your daily life?
  - 4- Which methods do you think your teachers should use to improve speaking?  
(For example, learning through singing, poetry, debate, drama, or role-play?)

### **3.6 Validity of the Tools**

#### **3.6.1 Validity**

Many studies were reviewed and referred to various resources in order to develop an instrument that identifies and measures the origins of difficulties in the English speaking skill. Moreover, several studies Al-Dwiek (2008), Abu Turki (2012), Al-Nakhla (2016), Al-Hosni (2014), Al-Roud (2016) and Juma' (2016) were referenced. Additionally, the researcher adopted the domains in the teachers' questionnaire from Al-Dwiek (2008) with some modifications on the items, and added content (textbook) domain. Moreover, the researcher designed and developed students questionnaire and the other instruments (Interview) for students, that were suitable for the purpose of the study.

#### **3.6.2 Validity of the Questionnaire**

Questionnaire validity display on several juries who were interested in and had experience with teaching English as a foreign language. A jury of professors and English language

teachers in governmental schools were asked to leave relevant notes, comments and recommendations about the questionnaire. In general, they accepted the questionnaire content, but suggested some modifications. First, suggestions were made to edit the writing format; specifically regarding the manner in which items were expressed (sentence structure and sentence ambiguity). Second, it was suggested that more items be added to the questionnaire. Hence, the initial draft of the teacher questionnaire of the English speaking problems consisted of 17 items, but the second draft contained 27 items. This created more balance between the five domains of the questionnaire. Furthermore, the students' questionnaire of the English speaking difficulties consisted of 19 items, but the second draft contained 25 items. The final domain was approved by my supervisor, and all comments and recommendations were taken into consideration.

The validity of the questionnaires were calculated by Parson Correlation Coefficient to the items of the questionnaire with the total degree of the instruments. It turned out that there were statistically significant differences to the whole questionnaires items, so it affirms that there are internal consistency between the items.

### **3.6.3 Validity of the Interview**

After reviewing related literature, an interview was conducted with students, a validity were verified by presenting it to three judges jury from Al-Quds University, Al-Quds Open University and Al-Ahlyiah University. The jury recommended that the questionnaire be reformatted so that yes/no question structures became open-ended questions. In doing so, the responses would be more complete and more data would be collected. Therefore, another draft was compiled of questions using open-ended questions. The interview sample were chosen at random stratified sample and consisted of 14 (7 male and 7 female) and sought to explore their opinions about the difficulties that they may face in speaking English. They were also asked to introduce strategies that they feel improve their speaking skills. The interview was conducted on October 28, 2018, four days after administrating the questionnaire. Fourteen students volunteered to be interviewed. Students were interviewed individually to understand the difficulties that students encounter with the speaking skill. Thus, the interview questions complemented the questionnaire, and resulted in additional reasons being identified regarding difficulties in speaking English. The participants were allowed to respond in Arabic so they could speak freely.

### 3.7 Reliability of the Questionnaires

The reliability co-efficient (Cronbach Alpha) was calculated as an indicator of homogeneity to the level of the two instruments as a whole. The Cronbach Alpha value for the difficulties that students faced with the English speaking skill at the secondary schools from the teachers' perspectives at governmental schools in Bethlehem district was 0.875. From the students' perspectives, it was 0.826, which is statistically acceptable. The following table shows the reliability co-efficient.

**Table (3.3) Results of the reliability co-efficient of the domains**

| <b>Domains</b>   | <b>Reliability co-efficient</b> |
|--|---------------------------------|
| Speaking difficulties related to the content (textbooks)       | 0.737                           |
| Speaking difficulties related to pronunciation                 | 0.771                           |
| Speaking difficulties related to vocabulary                    | 0.759                           |
| Speaking difficulties related to grammar                       | 0.778                           |
| Speaking difficulties related to fluency                       | 0.811                           |
| Total from teachers' perspective                               | 0.875                           |
| Student understanding of the importance of the speaking skills | 0.792                           |
| Speaking difficulties related to the social environment        | 0.791                           |
| Speaking difficulties related to psychological reasons         | 0.702                           |
| Speaking difficulties related to linguistic reasons            | 0.756                           |
| Speaking difficulties related to pedagogical reasons           | 0.732                           |
| Total from students' perspective                               | 0.826                           |

### 3.8 Study Procedures

As mentioned above, data was collected using two questionnaires and an interview. The data collection was conducted from October 18, 2018 to October 25, 2018. This section discusses data gathering procedures and data analysis techniques.

The total student population in Bethlehem district was roughly 10,000. However, the questionnaire was administered to 390 male and female students. 379 questionnaires were retrieved. The total teachers of English population at secondary schools was 85. The questionnaire was administered to 28 male and female teachers, while 25 questionnaires were retrieved. The participants were asked to identify their speaking problems by responding to statements that were organized on a five-point scale (strongly agree, agree, neutral, disagree, strongly disagree). Oral instructions were given (in English and in Arabic) to the respondents by the researcher to avoid any misunderstandings. Finally, the data obtained from the questionnaires was presented and frequencies and percentages were calculated.

The third tool used was the interview. The interview sample consisted of 14 (7 male and 7 female) students. During the interview, students responded to four subjective questions. The researcher expected other difficulties not stated in the questionnaire to be cited. The questions focused on the student perspective about the reasons why speaking English is difficult. This gave the researcher further insight as to why student speaking abilities are hindered, in addition to how the frequency of English language usage is affected. They were also asked about their preferred teaching method to improve their speaking abilities.

### 3.9 Study Variables

This study included the following variables:

#### 1. Independent Variables:

The teachers' questionnaire contained:

- Gender variable, divided into two categories: male and female
- Qualification, divided into three levels: Diploma (Associate's Degree), Bachelor's Degree and Master's Degree
- Years of professional experience, divided into three levels:
  - a. Less than 5 years
  - b. 5-10 years
  - c. 11-20 years

The students' questionnaire contained:

- Gender variable, divided into two levels: male and female

- Place of residence

## **2. Dependent Variables:**

- Students' perspectives from the difficulties students face with the speaking skill at the secondary stage at governmental School in Bethlehem district.
- Teachers' perspectives the difficulties students face with the speaking skill at the secondary stage at governmental School in Bethlehem district.

### **3.10 Statistical analysis**

After collecting the questionnaire and confirming its validity, it was encoded and given a number to save data entry on the computer for statistical analysis, and to analyze data according to the questions of the study. The statistical analysis was done by extracting the arithmetic mean and the standard deviation of each item, t-test, one way ANOVA, person correlation and Cronbach Alpha using (SPSS) Statistical Package for Social Sciences.

## Chapter Four

### Findings of the Study

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#### 4.1 Introduction

This chapter includes an overview and results of the study, which was reached on the subject of the study, " The Difficulties that Students face in Speaking skill at the Secondary Stage from Teachers' and Students' perspectives at governmental schools in Bethlehem District" and the effect of each of the variables through the responses of the study sample on the study tools, with statistical analysis of data that were obtained.

To determine the degree of response averages of the study sample, the following Table shows grades that were adopted:

Low:  $\bar{x} \leq 2.33$

Medium:  $2.33 \leq \bar{x} \leq 3.66$

High:  $3.66 < \bar{x}$

#### 4.2 Results of the study questions

##### 4.2.1 Results of the first question :

What are the difficulties that students face in speaking skill at the secondary stage from teachers' perspectives at governmental schools in Bethlehem district?

To answer this question, means and the standard deviations were calculated of the responses of the study sample on the domains of the questionnaire that reflect the difficulties faced by the students in speaking skill at the secondary stage from teachers' perspective at governmental schools in Bethlehem district.

To answer the first question, speaking difficulties related to (fluency, grammar, vocabulary, pronunciation and textbook) were analyzed as presented in table (4.1).

**Table (4.1) Means and standard deviations of responses of the study sample of the difficulties that students face in the speaking skill at the secondary stage from teachers' perspectives**

| No                  | Domains   | Mean        | ST.Dev      | degree        |
|---------------------|---|-------------|-------------|---------------|
| 5                   | Speaking difficulties related to fluency                | 3.9120      | 0.81462     | High          |
| 4                   | Speaking difficulties related to grammar                | 3.8800      | 0.51262     | High          |
| 3                   | Speaking difficulties related to vocabulary             | 3.7440      | 0.79272     | High          |
| 2                   | Speaking difficulties related to pronunciation          | 3.6960      | 0.80854     | High          |
| 1                   | (Speaking difficulties related to the content (Textbook | 3.1829      | 0.44516     | Medium        |
| <b>Total degree</b> |   | <b>3.65</b> | <b>0.47</b> | <b>Medium</b> |

The table (4.1) expresses the average means and the standard deviations of the responses of the study sample, on the difficulties that encounter students in speaking skill at the secondary stage from the teachers' perspectives at governmental schools in Bethlehem district. The results show that the mean average of the total score is (3.65) and the standard deviation is (0.475). This indicates that the difficulties that encounter students in speaking skill at the secondary stage from teachers' perspective at governmental schools in Bethlehem district are of a moderate degree. Speaking difficulties related to fluency have a mean of (3.91), followed by the field of speaking difficulties related to grammar, then the field of speech difficulties related to vocabulary, followed by the field of speaking difficulties related to pronunciation, followed by the field of speaking difficulties related to the content (textbook).

**Table (4.2) Means and standard deviations of responses of the study sample of the domain on (speaking difficulties related to the content) (Textbook).**

| No.          | Items   | Mean        | ST.Dev      | Degree        |
|--------------|---|-------------|-------------|---------------|
| 3            | The vocabulary items are selected to suit students level.                         | 4.08        | 0.702       | <b>High</b>   |
| 4            | The textbook has inadequate speaking in narration activities.                     | 3.40        | 0.816       | <b>Medium</b> |
| 6            | The text book does not contain proper pronunciation exercises.                    | 3.40        | 1.291       | <b>Medium</b> |
| 5            | The text book does not contain a glossary and proper pronunciation exercises.     | 3.36        | 0.952       | <b>Medium</b> |
| 7            | The textbook has complex grammatical structures.                                  | 2.76        | 1.165       | <b>Medium</b> |
| 1            | The textbook lacks consistency between pictures, paragraphs and questions inside. | 2.68        | 1.108       | <b>Medium</b> |
| 2            | The textbook does not have enough dialogues.                                      | 2.60        | 1.190       | <b>Medium</b> |
| Total degree |   | <b>3.18</b> | <b>0.44</b> | <b>Medium</b> |

Table (4.2) shows that the total mean average of the domain (speaking difficulties related to the content (textbook) is (3.18) and the standard deviation is (0.445). This indicates that the domain (speaking difficulties related to the content (textbook) has a moderate degree.

The results in table (2.4) indicate that one item has a high grade, and six items have a medium degree. The item (the vocabulary items selected to suit students' level) has the highest mean average of (4.08), followed by (the textbook has implied speaking in narration activities), and the textbook does not contain proper pronunciation exercises with an average of 3.40. The item (the textbook) lacks consistency between pictures, paragraphs and questions inside, with a mean average of (2.68), while the item (the textbook does not have enough dialogues) has the lowest mean average of (2.60),

Means and standard deviations were calculated of the responses of the study sample of the domain that express (speaking difficulties related to pronunciation).

**Table (4.3) Means and standard deviations of the responses of the study sample of the domain on (speaking difficulties related to pronunciation)**

| No                  | Items   | Mean        | ST.Dev      | Degree      |
|---------------------|---|-------------|-------------|-------------|
| 4                   | Have difficulties in differentiating between word/ noun stress. | 3.92        | 0.862       | High        |
| 3                   | Have difficulties in pronouncing diphthongs.                    | 3.76        | 1.052       | High        |
| 5                   | My students do not distinguish the proper stressed syllables    | 3.72        | 1.061       | High        |
| 1                   | My students: have difficulties in pronouncing vowels.           | 3.68        | 1.180       | High        |
| 2                   | Have difficulties in pronouncing consonants.                    | 3.40        | 1.225       | Medium      |
| <b>Total degree</b> |   | <b>3.69</b> | <b>0.80</b> | <b>High</b> |

Table (4.3) shows that the total means of responses in the domain (speaking difficulties related to pronunciation) was (3.69), and the standard deviation is (0.808). This indicates that speaking difficulties related to pronunciation) are of high level.

The results in table (4.3) indicate that item (4) has the highest calculated means of responses, and one item has a moderate degree. The item (having difficulties in differentiating between word/noun stress) has the highest mean (3.92), followed by (having difficulties in pronouncing diphthongs) with an average of (3.76). The item (having difficulties in pronouncing vowels) with a mean average of (3.68), while the item (having difficulties in pronouncing consonants) occupied the lowest mean of (3.40).

**Table (4.4) Means and standard deviations of the responses of the study sample of the domain on (speaking difficulties related to vocabulary)**

| No           | Items   | Mean        | ST.Dev       | Degree      |
|--------------|---|-------------|--------------|-------------|
| 1            | My students: have difficulties in using new vocabulary in meaningful sentences. | 3.88        | 0.927        | High        |
| 2            | Have a limited amount of vocabulary for speaking.                               | 3.84        | 0.943        | High        |
| 5            | Have difficulties in deriving classes of vocabulary ( noun- verb- adj- adv      | 3.80        | 0.957        | High        |
| 3            | Do not possess enough repertoire of active vocabulary.                          | 3.60        | 1.118        | Medium      |
| 4            | Do not possess enough repertoire of passive vocabulary.                         | 3.60        | 1.000        | Medium      |
| Total degree |   | <b>3.74</b> | <b>0.792</b> | <b>High</b> |

Table (4.4) expresses means average and standard deviations of the responses of the study sample in the domain of (speaking difficulties related to vocabulary). The results show that the total mean average is 3.74, and the standard deviation is (0.797). This indicates that (speaking difficulties related to vocabulary) are of high level.

The results in table (4.4) indicate that three items are of high levels, and two items have a moderate degree. The item (having difficulties in using new vocabulary in meaningful sentences) occupied the highest mean (3.88), followed by the (having a limited amount of vocabulary for speaking) with a mean average of (3.84). The item (having difficulties in deriving classes of vocabulary noun-verb- adj-adv) with a mean of (3.80), while the item (not possessing enough repertoire of passive vocabulary) and (not possessing enough repertoire of active) were given the lowest mean average of (3.60).

**Table (4.5) Means and standard deviations of the responses of the study sample of the domain on (speaking difficulties related to grammar)**

| No.                 | Items   | Mean        | ST.Dev      | Degree      |
|---------------------|---|-------------|-------------|-------------|
| 5                   | Have difficulties in producing right active voice and passive voice utterances. | 4.04        | 0.735       | High        |
| 1                   | My students: have difficulties in forming grammatically correct sentences.      | 4.00        | 0.866       | High        |
| 4                   | Have difficulties in using the right parts of speech.                           | 4.00        | 0.500       | High        |
| 2                   | Have difficulties in using the right tenses orally.                             | 3.96        | 0.790       | High        |
| 6                   | Have difficulties in choosing the correct tense in scrambled tenses.            | 3.76        | 0.723       | High        |
| 3                   | Have difficulties in subject-verb agreement orally.                             | 3.52        | 1.194       | Medium      |
| <b>Total degree</b> |   | <b>3.88</b> | <b>0.51</b> | <b>High</b> |

Table (4.5) shows that (the domain speaking difficulties related to grammar) the total mean average is (3.88), and the standard deviation is (0.512). This indicates that the field of speaking difficulties related to grammar is of a high level.

The results in table (4.5) show that five items are of high levels, and one has a moderate degree. The paragraph (having difficulties in producing right active voice and passive voice utterances) has the highest mean average of (4.04), followed by (having difficulties in forming grammatically correct sentences), and (having difficulties in using the right parts of speech) with a means of (4.00), while the item (having difficulties in subject-verb agreement orally) has the lowest mean of (3.52), followed by the paragraph (having difficulties in choosing the correct tense in scrambled tenses) with an average mean of (3.76).

**Table (4.6) Means and standard deviations of the responses of the study sample of the domain on (speaking difficulties related to fluency)**

| No.          | Items  | Mean        | ST. Dev     | Degree      |
|--------------|--|-------------|-------------|-------------|
| 1            | My students: have difficulties in expressing their ideas when they speak in communication. | 4.04        | 0.841       | High        |
| 3            | Have difficulties in expressing themselves easily and freely.                              | 3.96        | 1.098       | High        |
| 5            | Have difficulties in forming correct sentences.  | 3.92        | 0.862       | High        |
| 2            | Have difficulties in organizing their ideas.   | 3.88        | 1.092       | High        |
| 4            | Have limited repertoire of lexical choice.   | 3.76        | 1.052       | High        |
| Total degree |  | <b>3.91</b> | <b>0.81</b> | <b>High</b> |

Table (4.6) shows that the total average mean is (3.91) and the standard deviation is (0.814). This indicates that the domain (speaking difficulties related to fluency) is of high level.

The results in table (4.6) indicate that all the items are of high levels. The item (having difficulties in expressing their ideas when they speak in communication) got the highest mean (4.04), followed by the item (having difficulties in expressing them easily and freely) with an average mean of (3.96), followed by the item (having difficulties in organizing their ideas) with an average of (3.88). The item (having limited repertoire of lexical choice) has the lowest average mean of (3.76).

#### **4.2.2 Results related to the second question**

##### **What are the difficulties that students face with the speaking skills at the secondary stage from the students' perspectives at governmental schools in Bethlehem district?**

To answer this question, means and standard deviations were collected of the responses of the sample in the questionnaire domains that reflect the difficulties students face in speaking skill at the secondary stage from students' perspectives at governmental schools in Bethlehem district.

To answer the second question, speaking difficulties related to ( linguistic, pedagogical, psychological and social) reasons were analyzed as presented in table (4.7).

**Table (4.7) Means and standard deviations of the responses of the study sample of the difficulties students face with the speaking skill at the secondary stage from students' perspectives at governmental schools in Bethlehem district**

| Item. No     | Domains   | Mean   | ST.Dev  | Degree |
|--------------|---|--------|---------|--------|
| 3            | Speaking difficulties related to linguistic reasons     | 3.1272 | 0.89913 | Medium |
| 4            | Speaking difficulties related to pedagogical reasons    | 2.9599 | 0.84332 | Medium |
| 2            | Speaking difficulties related to psychological reasons  | 2.8332 | 0.86792 | Medium |
| 1            | Speaking difficulties related to the social environment | 2.8026 | 0.81201 | Medium |
| Total degree |   | 2.93   | 0.64    | Medium |

Table (4.7) shows that the total average mean is (2.93), and the standard deviation is (0.646). This indicates that the difficulties students face in the speaking skill at the secondary stage from students' perspectives at governmental schools in Bethlehem district have a moderate degree. The domain of speaking difficulties related to linguistic reasons has the highest mean (3.12), followed by the domain of (speaking difficulties related to pedagogical reasons), then followed by (speaking difficulties related to psychological reasons), at last followed by (speaking difficulties related to the social environment).

**Table (4.8) Means and standard deviations of the responses of the study sample of the domain on (speaking difficulties related to the social environment)**

| No.          | Items  | Mean | ST.Dev | Degree |
|--------------|--|------|--------|--------|
| 1            | I never speak English at home  | 3.02 | 1.356  | Medium |
| 2            | People criticize me when I speak English.  | 2.80 | 1.229  | Medium |
| 5            | My friends do not agree to communicate with me in English.                                 | 2.77 | 1.287  | Medium |
| 3            | People in my society do not encourage me to have training courses in English conversation. | 2.73 | 1.391  | Medium |
| 4            | I avoid speaking English outside the English class because people generally criticize me.  | 2.70 | 1.323  | Medium |
| Total degree |  | 2.80 | 0.812  | Medium |

Table (4.8) shows that the total average mean is (2.80) and the standard deviation is (0.812), indicating that the domain (speaking difficulties related to the social environment) has a moderate degree.

The results in table (8.4) indicate that all the items are of intermediate degrees. The item (I never speak English at home) has the highest mean average of (3.02), followed by (people criticize me when I speak English) with a mean average of (2.80). The item (I avoid speaking English outside the English class because people generally criticize me) has obtained the lowest average mean of (2.70), followed by the (people in my society do not encourage me to have training courses in English conversation) with a mean of average of 2.73.

**Table (4.9) Means and standard deviations of the responses of the study sample in the domain on (speaking difficulties related to psychological reasons)**

| No.                 | Items   | Mean        | ST.Dev      | Degree |
|---------------------|---|-------------|-------------|--------|
| 4                   | I hesitate when I try to speak English to avoid mistakes. | 3.36        | 1.288       | Medium |
| 3                   | I lack the motivation to speak English.                   | 3.00        | 1.348       | Medium |
| 5                   | I do not have enough confidence to speak English.         | 2.87        | 1.320       | Medium |
| 2                   | I feel shy when I speak English.                          | 2.51        | 1.192       | Medium |
| 1                   | I dislike the English language in general.                | 2.43        | 1.332       | Medium |
| <b>Total Degree</b> |   | <b>2.83</b> | <b>0.86</b> | Medium |

Table (4.9) shows that the total mean average is (2.83), and the standard deviation is (0.867). This indicates that the domain on (difficulties related to psychological reasons) has a moderate degree.

The results in table (4.9) indicates that all the items are of intermediate degrees. The item (I sit when I try to speak English to avoid mistakes) has the highest mean average of (3.36), followed by the items (I lack the motivation to speak English) with a mean of (3.00). The item (I dislike the English language in general) has the lowest average mean of (2.43), followed by the item (I feel shy when I speak English) with a mean of 2.51.

**Table (4.10) Means and standard deviations of the responses of the study sample in the domain on (speaking difficulties related to linguistic reasons)**

| No.                 | Items  | Mean        | ST.Dev      | Degree |
|---------------------|--|-------------|-------------|--------|
| 2                   | Constructing sentences in English is not an easy task.                     | 3.27        | 1.235       | High   |
| 3                   | English is full of synonyms that I can't select from when I speak.         | 3.17        | 1.234       | Medium |
| 1                   | English vocabulary is complicated so that I find it difficult to speak.    | 3.13        | 1.323       | Medium |
| 5                   | English expressions, idioms and terms are strange and difficult to use.    | 3.11        | 1.274       | Medium |
| 4                   | English pronunciation is so complicated that I find it difficult to speak. | 2.96        | 1.254       | Medium |
| <b>Total degree</b> |  | <b>3.12</b> | <b>0.89</b> | Medium |

Table (4.10) shows that the total mean average is (3.12), and the standard deviation is (0.899), which indicates that the domain of (speaking difficulties related to linguistic reasons) has a moderate degree

The results in table (4.10) indicate that some of the items are of intermediate degrees. The items (constructing sentences in English is not an easy task) have occupied the highest mean average of (3.27), followed by the item (English is full of synonyms that I cannot select from when I speak) with a mean average of (3.17). The item (English pronunciations is so complicated that I find it difficult to speak) has the lowest mean average of (2.96), followed by (English expressions, idioms and terms are strange and difficult to use) with a mean average of (3.11).

**Table (4.11) Means and standard deviations of the responses of the study sample in the domain on (speaking difficulties related to pedagogical reasons)**

| No.                 | Items  | Mean        | ST.Dev      | Degree |
|---------------------|--|-------------|-------------|--------|
| 5                   | There are very few nonacademic activities outside my English class.  | 3.38        | 1.364       | Medium |
| 2                   | My noisy classroom environment does not help me improve my speaking skill.                                 | 2.99        | 1.319       | Medium |
| 1                   | My English teacher's competence, character and techniques do not motivate me to improve my speaking skill. | 2.89        | 1.327       | Medium |
| 3                   | My classmates' criticism hinders my speaking abilities.  | 2.78        | 1.299       | Medium |
| 4                   | The teaching aids my English teacher uses are not attractive and engaging.                                 | 2.76        | 1.321       | Medium |
| <b>Total degree</b> |  | <b>2.95</b> | <b>0.84</b> |        |

Table (4.11) shows that the total mean average is (2.95) and the standard deviation is (0.843). This indicates that the range of difficulties related to pedagogical reasons is of a moderate degree.

The results in table (4.11) indicate that all the items are of intermediate degrees. The item (my noisy classroom environment does not help me improve my speaking skill) has a mean of (2.99), and the item (there are very few nonacademic activities outside my English class) is highest. The item (The teaching aids my English teacher uses are not attractive and engaging) has the lowest mean (2.76), followed by (My classmates' criticism hinders my speaking abilities) with a mean average of (2.78).

**Table (4.12) Means and standard deviations of students' responses to the level of students' understanding of the importance of speaking skill at the secondary stage from their perspective at governmental schools in Bethlehem district**

| Item No.            | Understanding of the importance of speaking skill domain   | Mean       | ST.Dev      | Degree      |
|---------------------|--|------------|-------------|-------------|
| 3                   | Speaking in English helps me in communicating with foreigners.   | 4.41       | 0.896       | High        |
| 5                   | I recognize and appreciate that speaking English benefits me in finding a job and in my future in general.   | 4.33       | 1.079       | High        |
| 1                   | I recognize and appreciate the importance of English speaking skill.   | 4.15       | 0.969       | High        |
| 4                   | I do not know how to improve/develop my speaking skill in English.   | 3.31       | 1.280       | Medium      |
| 2                   | I find that speaking skill is harder than other language . learning skills (reading, writing, and listening) | 3.22       | 1.247       | Medium      |
| <b>Total degree</b> |  | <b>3.8</b> | <b>0.59</b> | <b>High</b> |

Table (4.12), expresses the means average and the standard deviations of the responses of the sample of the study on the level of students' understanding of the importance of speaking skill at the secondary stage from their perspective at governmental schools in Bethlehem district. The results show that the total mean average is (3.88), and the standard deviation is (0.596). However, the domain (level students' understanding of the importance of speaking skill) at the secondary stage from their perspective at governmental schools in Bethlehem district was of high level.

The results in table (4.12) indicate that three items are of high levels and two are of moderately high levels. The paragraph "speaking in English helps me in communicating with foreigners" has the highest mean of (4.41), followed by the item (I recognize and appreciate that speaking English benefits me in finding a job and in my future in general) with an average of (4.33). The item (I find that speaking skill is harder than other language learning skills (reading, writing, and listening) has occupied the lowest mean average of (3.22), followed by (I do not know how to improve/develop my speaking skill in English) with mean average of ( 3.31).

#### 4.2.5 Results of the Third question:

**Are there statistically significant differences in the speaking difficulties that students face at the secondary stage from the teachers' perspectives at governmental schools in Bethlehem district due to the teacher's gender, qualification and experience?**

To answer the fourth question, the following null hypotheses were examined:

**4.2.4.1 There are no statistically significant differences at ( $\alpha \leq 0.05$ ) arithmetic means in the speaking difficulties that students face at the secondary stage from the students' perspective at governmental schools in Bethlehem district due to the teachers' gender.**

To examine the first null hypothesis, T-test was calculated to test the mean of the difficulties students face in speaking skill at the secondary stage from teachers' perspectives at governmental schools in Bethlehem district attributed to gender as illustrated in table (4.14)

**Table (4.13) t-test results of the difficulties students face in speaking skill at the secondary stage from teachers' and students' perspectives at governmental schools in Bethlehem district attributed to gender**

| Domains   | Gender | No. | Mean   | ST.Dev  | "t" Value | Sig   |
|---|--------|-----|--------|---------|-----------|-------|
| Speaking difficulties related to the (content (Textbook | male   | 16  | 3.2679 | 0.51077 | 1.290     | 0.210 |
|   | female | 9   | 3.0317 | 0.25533 |           |       |
| Speaking difficulties related to pronunciation          | male   | 16  | 3.8625 | 0.61414 | 1.400     | 0.175 |
|   | female | 9   | 3.4000 | 1.04881 |           |       |
| Speaking difficulties related to vocabulary             | male   | 16  | 3.7625 | 0.90692 | 0.152     | 0.880 |
|   | female | 9   | 3.7111 | 0.58405 |           |       |
| Speaking difficulties related to grammar                | male   | 16  | 3.9271 | 0.59929 | 0.604     | 0.552 |
|   | female | 9   | 3.7963 | 0.32035 |           |       |
| Speaking difficulties related to fluency                | male   | 16  | 3.9000 | 0.88844 | 0.096     | 0.924 |
|   | female | 9   | 3.9333 | 0.71414 |           |       |
| Total   | male   | 16  | 3.7165 | 0.52691 | 0.869     | 0.394 |

Table (4.13) shows that "t" was (0.869), the significance level was (0.394). So there are no differences at ( $\alpha \leq 0.05$ ) in the speaking difficulties that students face at the secondary stage from the students' perspectives at governmental schools in Bethlehem district

attributed to the students' gender, and also for the domains. So, the null hypothesis was accepted.

#### 4.2.4.2 Results of the second null hypothesis:

**There are no statistically significant differences at ( $\alpha \leq 0.05$ ) arithmetic means in the speaking difficulties that students face at the secondary stage from the teachers' perspectives at governmental schools in Bethlehem district due to their qualification.**

To examine the second null hypothesis t-test was calculated to test the mean of the difficulties students face in speaking skill at the secondary stage from teachers' and students' perspectives at governmental schools in Bethlehem district attributed to qualification as shown in table (4.14)

**Table (4.14) The results of T-test of the speaking difficulties that students face at the secondary stage from the teachers' perspectives at governmental schools in Bethlehem district due to their qualification**

| Domains   | Qualification    | No. | Mean   | ST.Dev  | "T" Value | Sig.  |
|---|------------------|-----|--------|---------|-----------|-------|
| Speaking difficulties related to the content (Textbook) | Bachelor or less | 18  | 3.2063 | 0.45234 | 0.416     | 0.681 |
|   | Master's         | 7   | 3.1224 | 0.45497 |           |       |
| Speaking difficulties related to pronunciation          | Bachelor or less | 18  | 3.8778 | 0.66911 | 1.590     | 0.149 |
|   | Master's         | 7   | 3.2286 | 0.99618 |           |       |
| Speaking difficulties related to vocabulary             | Bachelor or less | 18  | 3.7333 | 0.83455 | 0.106     | 0.917 |
|   | Master's         | 7   | 3.7714 | 0.73420 |           |       |
| Speaking difficulties related to grammar                | Bachelor or less | 18  | 3.9907 | 0.50962 | 1.813     | 0.083 |
|   | Master's         | 7   | 3.5952 | 0.42879 |           |       |
| Speaking difficulties related to fluency                | Bachelor or less | 18  | 3.9889 | 0.76226 | 0.671     | 0.519 |
|   | Master's         | 7   | 3.7143 | 0.97199 |           |       |
| Total degree  | Bachelor or less | 18  | 3.7282 | 0.47887 | 1.263     | 0.219 |
|   | Master's         | 7   | 3.4643 | 0.44080 |           |       |

According to the results, "T" value is "1.263" and Sig value is "0.219". There are no significant differences in the speaking difficulties that students face at the secondary stage from the teachers' perspectives at governmental schools in Bethlehem district due to their qualification. So the hypothesis was accepted.

#### 4.2.4.3 Results of the third hypothesis:

**There are no statistically significant differences at ( $\alpha \leq 0.05$ ) arithmetic means in speaking difficulties that students face at the secondary stage from teachers' perspectives at governmental schools in Bethlehem district due to their experience.**

To test the previous hypothesis, means averages were calculated for the teachers in the speaking difficulties that students face at the secondary stage from the teachers' perspectives at governmental schools in Bethlehem district due to their experience.

**Table (4.15) The results of t-test of the speaking difficulties that students face at the secondary stage from the teachers' perspectives at governmental schools in Bethlehem district due to their experience**

| Domains   | experience        | No. | Mean   | ST.Dev  |
|---|-------------------|-----|--------|---------|
| Speaking difficulties related to the content (Textbook) | Less than 5 years | 4   | 3.1429 | 0.45175 |
|   | From 5-10 years   | 6   | 3.1667 | 0.64153 |
|   | From 11-20 years  | 15  | 3.2000 | 0.38484 |
| Speaking difficulties related to pronunciation          | Less than 5 years | 4   | 3.5500 | 0.10000 |
|   | From 5-10 years   | 6   | 4.1000 | 0.39497 |
|   | From 11-20 years  | 15  | 3.5733 | 0.98522 |
| Speaking difficulties related to vocabulary             | Less than 5 years | 4   | 3.1000 | 0.25820 |
|   | From 5-10 years   | 6   | 3.6667 | 0.75542 |
|   | From 11-20 years  | 15  | 3.9467 | 0.83312 |
| Speaking difficulties related to grammar                | Less than 5 years | 4   | 3.7500 | 0.28868 |
|   | From 5-10 years   | 6   | 3.7222 | 0.44305 |
|   | From 11-20 years  | 15  | 3.9778 | 0.58032 |
| Speaking difficulties related to fluency                | Less than 5 years | 4   | 3.3500 | 0.50000 |
|   | From 5-10 years   | 6   | 4.0333 | 0.62503 |
|   | From 11-20 years  | 15  | 4.0133 | 0.91485 |
| Total   | Less than 5 years | 4   | 3.3750 | 0.25836 |
|   | From 5-10 years   | 6   | 3.6964 | 0.39561 |
|   | From 11-20 years  | 15  | 3.7119 | 0.53851 |

According to the results, there are significant differences in the speaking difficulties that students face at the secondary stage from the teachers' perspectives at governmental

schools in Bethlehem district due to their qualification. To test the results, one-way ANOVA was calculated.

**Table (4.16) The results of one-way ANOVA test in the speaking difficulties that students face at the secondary stage from the teachers' perspectives at governmental schools in Bethlehem district due to their qualification**

| Domains   | Source         | Sum of squares | D.F | Mean  | F     | Sig   |
|---|----------------|----------------|-----|-------|-------|-------|
| Speaking difficulties related to the content Textbook)( | Between groups | 0.012          | 2   | 0.006 | 0.029 | 0.972 |
|   | In groups      | 4.744          | 22  | 0.216 |       |       |
|   | Total          | 4.756          | 24  |       |       |       |
| Speaking difficulties related to pronunciation          | Between groups | 1.290          | 2   | 0.645 | 0.986 | 0.389 |
|   | In groups      | 14.399         | 22  | 0.655 |       |       |
|   | Total          | 15.690         | 24  |       |       |       |
| Speaking difficulties related to vocabulary             | Between groups | 2.311          | 2   | 1.155 | 1.991 | 0.160 |
|   | In groups      | 12.771         | 22  | 0.580 |       |       |
|   | Total          | 15.082         | 24  |       |       |       |
| Speaking difficulties related to grammar                | Between groups | 0.360          | 2   | 0.180 | 0.667 | 0.523 |
|   | In groups      | 5.946          | 22  | 0.270 |       |       |
|   | Total          | 6.307          | 24  |       |       |       |
| Speaking difficulties related to fluency                | Between groups | 1.506          | 2   | 0.753 | 1.149 | 0.335 |
|   | In groups      | 14.421         | 22  | 0.655 |       |       |
|   | Total          | 15.926         | 24  |       |       |       |
| <b>Total</b>  | Between groups | 0.372          | 2   | 0.186 | 0.812 | 0.457 |
|   | In groups      | 5.043          | 22  | 0.229 |       |       |
|   | Total          | 5.415          | 24  |       |       |       |

The results of ANOVA in the previous table show that the F value is (0.812) and the significant result is 0.457, which is greater than ( $\alpha \geq 0.05$ ). This means that there are no significant differences in the speaking difficulties that students face at the secondary stage

from the teachers' perspectives at governmental schools in Bethlehem district due to their qualification. So the hypothesis was accepted.

#### 4.2.5 Results of the fifth question:

**Are there any statistically significant differences in the speaking difficulties that students face at the secondary stage from students' perspectives at governmental schools in Bethlehem district due to students' gender and place of living?**

To answer the previous question, it has been transformed to the following hypothesis:

##### 4.2.5.1 The results of the first hypothesis

**There are no statistically significant differences at ( $\alpha \leq 0.05$ ) arithmetic means in the speaking difficulties that students face at the secondary stage from the students' perspective at governmental schools in Bethlehem district due to the students' gender.**

To test the previous hypothesis, t-test and mean scores were calculated for the teachers in the speaking difficulties that students face at the secondary stage from the teachers' perspectives at governmental schools in Bethlehem district due to their gender.

**Table (4.17) The results of t-test of the speaking difficulties that students face at the secondary stage from the students' perspectives at governmental schools in Bethlehem district due to their gender**

| Domains   | Gender | No. | Mean   | ST.Dev  | "T" value | Sig.  |
|---|--------|-----|--------|---------|-----------|-------|
| Speaking difficulties related to the social environment | Male   | 221 | 2.6905 | 0.81895 | 3.247     | 0.001 |
|   | Female | 158 | 2.9595 | 0.77796 |           |       |
| Speaking difficulties related to psychological reasons  | Male   | 221 | 2.7457 | 0.87716 | 2.352     | 0.019 |
|   | Female | 158 | 2.9557 | 0.84239 |           |       |
| Speaking difficulties related to linguistic reasons     | Male   | 221 | 3.0570 | 0.92314 | 1.824     | 0.069 |
|   | Female | 158 | 3.2253 | 0.85771 |           |       |
| Speaking difficulties related to pedagogical reasons    | Male   | 221 | 2.9376 | 0.85594 | 0.609     | 0.543 |
|   | Female | 158 | 2.9911 | 0.82704 |           |       |
| <b>Total</b>  | Male   | 221 | 2.8577 | 0.66862 | 2.665     | 0.008 |
|   | Female | 158 | 3.0329 | 0.60269 |           |       |

According to the results, "t" value is "2.665" and Sig value is "0.008", there are significant differences in the speaking difficulties that students face at the secondary stage from the teachers' perspectives at governmental schools in Bethlehem district due to their gender, and so with the two domains "speaking difficulties related to the social environment and

speaking difficulties related to psychological reasons in favor of the girls group, so the first hypothesis was rejected.

#### 4.2.5.2 The result of second hypothesis:

**There are no statistically significant differences at ( $\alpha \leq 0.05$ ) arithmetic means in the speaking difficulties that students face at the secondary stage from the students' perspectives at governmental schools in Bethlehem district due to students' place of living.**

To test the previous hypothesis, mean scores were calculated for the teachers in the speaking difficulties that students face at the secondary stage from the teachers' perspectives at governmental schools in Bethlehem district due to students' place of living.

**Table (4.18) The results of mean scores and standard deviation due to groups answer about the speaking difficulties that students face at the secondary stage from the teachers' perspectives at governmental schools in Bethlehem district due to their place of living**

| Domains   | Place of living | No. | Mean   | ST.Dev  |
|---|-----------------|-----|--------|---------|
| Speaking difficulties related to the social environment | City            | 133 | 2.6902 | 0.80471 |
|   | Village         | 221 | 2.8932 | 0.80645 |
|   | Camp            | 25  | 2.6000 | 0.82057 |
| Speaking difficulties related to psychological reasons  | City            | 133 | 2.8045 | 0.91070 |
|   | Village         | 221 | 2.8905 | 0.84129 |
|   | Camp            | 25  | 2.4800 | 0.80623 |
| Speaking difficulties related to linguistic reasons     | City            | 133 | 3.0180 | 1.00437 |
|   | Village         | 221 | 3.2262 | 0.81410 |
|   | Camp            | 25  | 2.8320 | 0.92858 |
| Speaking difficulties related to pedagogical reasons    | City            | 133 | 2.9759 | 0.92672 |
|   | Village         | 221 | 2.9801 | 0.78275 |
|   | Camp            | 25  | 2.6960 | 0.88529 |
| <b>Total</b>  | City            | 133 | 2.8722 | 0.73212 |
|   | Village         | 221 | 2.9975 | 0.59274 |
|   | Camp            | 25  | 2.6520 | 0.53141 |

According to the results, there are statistically significant differences in the speaking difficulties that students face at the secondary stage from the students' perspectives at governmental schools in Bethlehem district due to students' place of living. To know the significance of the differences (one-way ANOVA) test has been done.

**Table (4.19) The results of one-way ANOVA due to groups answers on the speaking difficulties that students face at the secondary stage from the students' perspectives at governmental schools in Bethlehem district due to their place of living**

| Domains   | Source         | Sum of squares | DF  | Mean square | F     | Sig   |
|---|----------------|----------------|-----|-------------|-------|-------|
| Speaking difficulties related to the social environment | Between groups | 4.520          | 2   | 2.260       | 3.473 | 0.032 |
|   | In groups      | 244.717        | 376 | 0.651       |       |       |
|   | Total          | 249.237        | 378 |             |       |       |
| Speaking difficulties related to psychological reasons  | Between groups | 3.954          | 2   | 1.977       | 2.647 | 0.072 |
|   | In groups      | 280.787        | 376 | 0.747       |       |       |
|   | Total          | 284.741        | 378 |             |       |       |
| Speaking difficulties related to linguistic reasons     | Between groups | 5.931          | 2   | 2.966       | 3.721 | 0.025 |
|   | In groups      | 299.659        | 376 | 0.797       |       |       |
|   | Total          | 305.590        | 378 |             |       |       |
| Speaking difficulties related to pedagogical reasons    | Between groups | 1.865          | 2   | 0.933       | 1.314 | 0.270 |
|   | In groups      | 266.965        | 376 | 0.710       |       |       |
|   | Total          | 268.830        | 378 |             |       |       |
| Total   | Between groups | 3.384          | 2   | 1.692       | 4.109 | 0.017 |
|   | In groups      | 154.826        | 376 | 0.412       |       |       |
|   | <b>Total</b>   | 158.209        | 378 |             |       |       |

According to the results, F value (4.109) and Sig. value is (0.017) which is less than  $\alpha \leq 0.05$  which means that there are statistically significant differences in the speaking difficulties that students face at the secondary stage from the students' perspectives at governmental schools in Bethlehem district due to student's place of living, and to the two domains on speaking difficulties related to the social environment and speaking difficulties

related to linguistic reasons, so the second hypothesis rejected. LSD test has been done to test the direction of differences. The differences between students living in villages, and those living in camps are in favor of the students living in villages.

**Table (4.20) LSD of the post test scores by groups' answer due to place of living**

| Domains   | Place of living |         | Differences in squares |
|---|-----------------|---------|------------------------|
| Speaking difficulties related to the social environment | City            | Village | -0.20299*              |
|   |                 | Camp    | 0.09023                |
|   | Village         | City    | 0.20299*               |
|   |                 | Camp    | 0.29321                |
|   | Camp            | City    | -0.09023               |
|   |                 | Village | -0.29321               |
| Speaking difficulties related to linguistic Reasons     | City            | Village | -0.20820*              |
|   |                 | Camp    | 0.18605                |
|   | Village         | City    | 0.20820*               |
|   |                 | Camp    | 0.39424*               |
|   | Camp            | City    | -0.18605               |
|   |                 | Village | -0.39424*              |
| total   | City            | Village | -0.12533               |
|   |                 | Camp    | 0.22018                |
|   | Village         | City    | 0.12533                |
|   |                 | Camp    | 0.34551*               |
|   | Camp            | City    | -0.22018               |
|   |                 | Village | -0.34551*              |

### **3. Results Related to the Third Tool of the Study (Interview)**

The interview was conducted on students to find out the other difficulties that students face in speaking, or to allow the students give more thoughts and ideas freely so as to serve the purpose of the study. Fourteen students were chosen stratified randomly to be interviewed in order to support the study and to find out of the difficulties they encounter.

## **1. Question (1):**

### **1. Why do you think that speaking English is difficult?**

All interviewees have answered that English is not our mother language, and some of them answered that they have a problem in vocabulary and grammar in general.

Some of the interviewees stated that they have a problem in memorizing vocabulary, and they forget the new expressions that they learned after doing test in the given units.

An interviewer said that English language is not difficult, but the grammar is the most difficult in learning English skills, She also said that “I cannot arrange the vocabulary in full statements and cannot produce them orally”. Although she’s got a high score in English.

But an interviewer frankly stated, “I found English very difficult because I have a problem in all English elements; everything is difficult. My teacher always talks in English during the English class. She said that the words are too long and strange; she hopes to learn some words to understand what foreign people say.

An interviewer said, “since our childhood, we have had weakness in talk English. My teacher at the basic stage concentrated on teaching grammar rather than teaching speaking. “Once upon a time, I remember, I could answer a foreigner’s question about my name.

An interviewer said, “speaking is not the most difficult among the other English skills. If we practice speaking in authentic situations, our English would have become easier.

### **2. What are the main difficulties that hinder your speaking abilities?**

All the fourteen interviewees have agreed on the main speaking difficulties that inhibit their speaking abilities. Firstly, the society and people around do not give them an opportunity to use English language. When they try to talk, some people ridicule them. In addition, some interviewees said,” the people around criticize us when they hear us speak English. They said,” you have become civilized!”; with sarcastically, “you turned to talking just in English”. Secondly, they agreed that the problems could be attributed to their mother tongue interference, which means that there is no real situation for applying what has been learned.

An interviewee said, “The obstacle I am facing is how to choose the appropriate words that express my thoughts”; when someone has a good command of vocabulary, things become easy for us while speaking.”

An interviewer said, that his teachers do not encourage them to speak English. They spoke in Arabic all the time. Speaking and other aspects of English were not taught well. Also, he never focused on speaking exercises, and when someone asks him a question, even if that question is within the lesson, the teacher said: “I will give you the answer after the lesson; now you should concentrate on my explanation”. In addition, “he always neglects the speaking exercises.”

An interviewer said, “When I try to construct a sentence orally. I select from my mind the right word but my speak the word become falter, so I keep silent, rather than my colleagues they mock from me.

Some interviewees said, “we are good in grammar, and we get high marks in exams; but when we try to talk, the past action, for instance, we cannot produce the right tenses orally; after the words come out from my mouth, I am aware that I have been using the wrong tenses.”

An interviewer (4) said, “although we memorize some vocabulary, we cannot use them well. The reason for that is that teachers of English teach vocabulary in isolation from contexts. This means that I can remember the meaning of the word, but I can’t use it in sentences or in real communication.”

An interviewer (1) added that “my classmates do not give me the opportunity to speak English. Once upon a time, in the music class, our teacher asked us “who wants to sing”? I raised my hands to sing an English song, but my classmates were laughing at me at once. So, I stopped and inside me I said “silence is the language of the great.”

An interviewee said, “the size of my classroom prevents us from practicing speaking skill.” All the tenth graders at Al-Awda school had from 40-43 students in each classroom. The large classes reduce the amount of interaction between the teacher and the students.

A female interviewee from (Al-Zwahra) co-ed-school said. “I feel shy from my colleagues and from my teacher; all of them are males, so I hesitate when I try to speak English.

### **3. How often do you use English language in your daily life?**

Ten out of fourteen interviewees have agreed that speaking is only used in the limited time of the English class. In addition, they have been taking three English classes per week. This is not sufficient for English speaking skill.

Some interviewees stated that they used simple words such as, (*hello, how are you, what are you doing now*) with their friends daily.

An interviewee said, “I sometimes use English language in chatting on Facebook.

An interviewee commented, "I dislike using English language in my daily life because our language is Arabic which we should cherish.

**4. Which methods do you think your teachers should use to improve your speaking skill? For example (learning through singing, poetry, debate, drama, role-play)**

Each interviewee has an opinion about improving his/her speaking skill, but the researcher noticed that most of them agreed on using drama or role-play. They believe that these ways stimulate all the internal senses to interact in an effective way by exchanging the role of the characters. As a result, the learners think that they are applying their speaking in real situations.

An interviewee said, "I consider debating the best way because I feel that this strategy is the best way for stimulating my thoughts and for encourage me to cooperate and interact with my classmates, but maybe this way is not compatible with the students' level in Palestine because this way requires students with an advanced level in speaking.

Some interviewees stated that singing is the best way to improve speaking skill because through repeating the vocabulary and the synonyms the pronunciation of the vocabulary becomes easier.

**In the light of the interview results, the following conclusions can be recognized**

1. The results of the interview are approximately similar to the results of the questionnaires, while the students in the interview were talking more freely and in details.
2. All students encountered various difficulties in English speaking skill, such as lack of using correct form of grammar in speaking, lack of vocabulary, being afraid of making mistakes while talking, lack of practice language in a real situation and the criticism happen on students while speaking English from peoples around.
3. The interview has affirmed that the students felt that teachers should concentrate more on the narration activities. From students' perspectives, they should take into consideration the importance of speaking English in their daily life.
4. It is necessary to introduce more free speaking activities since this type is required to enhance students' abilities in developing their speaking skill.
5. It is necessary to highlight how to overcome these difficulties progressively, starting with employing elements of learning (grammar, vocabulary and pronunciation) in authentic situations to enhance their speaking fluency.

## **Chapter Five**

### **Discussion, Recommendations and Conclusion**

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#### **5.1 Introduction**

In this chapter results are highlighted and discussed. The results will be discussed in the same order of the presentation of research questions and hypotheses. Recommendations that are based on the results of the study are also presented.

#### **5.2 Discussion of the results**

##### **5.2.1 Discussion of the results of the first question**

- 1. What are the difficulties that students face with the speaking skill at the secondary stage from the teachers' perspectives at governmental schools in Bethlehem district?**

In regard to the difficulties students encounter in speaking skill, the following are the findings of the study:

The researcher found that students have difficulties in all speaking activities especially fluency. Results showed that fluency had the highest mean average (3,91), while the difficulties in speaking related to the content (textbook) had the lowest mean average (3,65). The elements of speaking difficulties that students encounter from teachers' perspectives ranked as follows: (Fluency, grammar, vocabulary, pronunciation, content (textbook)). The results indicated that fluency is the first real reason which reveals the weakness in speaking because learners actually lack the elements of fluency in talking. On the other hand, fluency means the ability to speak a foreign language easily and accurately. Alnakhlah (2016) in his study ranked the elements of the speaking as (fluency, grammar, pronunciation). Fluency has the highest mean average (7.25) while pronunciation has the lowest mean average (7.00). This study has agreed with the researcher's study in ranking the domains from the highest level to the lowest level.

In contrast, fluency domain had the lowest value in Al-Dwiek study, while vocabulary domain had the highest value. The study indicates that, with practice of vocabulary, grammar and pronunciation, the students at last acquire fluency in speaking a foreign language.

According to the items of grammar domain, it is clear that item (5) which states (students have difficulties in producing right active voice and passive voice utterances) with a mean of (4.04) and item (1) which states (my students have difficulties in forming grammatically correct sentences) with a mean (4.00). Item (4) which states (students have difficulties in using the right parts of speech) had the same mean average with a mean of (4.00). Those three items were the most which cause difficulties in speaking skill in the grammar domain. Al-Dwiek study agreed to the researcher study in arranging grammar as the second difficulties that students faced with the speaking skill. The researcher notices that they lack the ability to implement grammatical experiences and knowledge to form correct sentences.

Regarding to vocabulary domain it was clear from the figure of item (1) which states (my students have difficulties in using new vocabulary in meaningful sentences) was the most important difficulty with a mean of (3.88) followed by the items of (have limited amount of vocabulary for speaking, have difficulties in deriving classes of vocabulary. Moreover, item (4) which states (my students do not possess enough repertoire of passive vocabulary) and the item (5) which states (my students do not possess enough repertoire of active vocabulary) had the same mean average of (3.60). This study showed that learning vocabulary reveals to the other step to get the fluency. These results conflicts with Al-Dwiek study in arranging the place of aspects of speaking but it agreed on that the first step of speaking is to save an amount of vocabulary and this reveals to get the students learn speaking.

For the domain of the speaking difficulties related to pronunciation, item (4) which states (my students have difficulties in differentiating between word/noun stress) had the highest mean average (3.92). It was the most effective problem in English language speaking skill. That item is considered as the most difficult one that students face. They couldn't distinguish the word/noun stress from other words. That reason probably is related to the teachers themselves because they didn't focus on the word/noun stress.

Finally, pertaining the content (textbook) domain, it had the lowest rank with a moderate average, not high average as the mentioned domains especially in items (2) which states that (the textbook does not have enough dialogues), while the highest average mean in the content (textbook) domain was item (1) which states (the vocabulary items are selected to suit students' level) with mean average of (4.08) that item got a high average, not as all the items in content (textbook) domain because they agree that the vocabulary suit the level of the students, while item (4) which states (the textbook has inadequate speaking narration activities) that means the content is good in terms of vocabulary, dialogues and grammar, but it could be lacks the activities that improve speaking skill. That means speaking activities aren't sufficient and are not compatible with the learners' interest. Abu-Turki (2013) agreed with the researcher's results that the textbook lacks narration activities and that should be highlighted by the Ministry of Education. She added that the speaking activities should be simplified to suit the students' needs and interests. Al-Hosni study conducted an interview on English teachers and revealed that the curriculum emphasis on teaching reading and writing rather than speaking. May be this explained as a major difficulties encounter students because the content lack the narration activities.

The researcher attributes these findings to the fact that students lack general abilities to speak. Despite their knowledge about the meanings of some words, students lack the ability to get the meaning rapidly at the proper time while communicating with others. These results have emerged because some teachers do not give students chances to use language in authentic and real-life situations. In addition time specified for the speaking lessons is inadequate to teach all the components of speaking. In fact students do not have a chance to speak in crowded classes.

### **5.2.2 Discussion of the results of second question**

#### **2. What are the difficulties that students face with the speaking skills at the secondary stage from the students' perspectives at governmental schools in Bethlehem district?**

In regard to the difficulties students encounter in speaking skill, the following are the findings of the study:

Table (4.7) showed that all the domains had moderate percentage; the highest percentage is related to linguistic reasons (62.5), while the lowest domain is related to the social environment domain (56.1). Table (4.7) ranked the elements of speaking difficulties that

students encounter from students' perspectives as follows: (linguistic, pedagogical, psychological and social environment). The results show that the students had problems in speaking skill according to linguistic domain. According to the items of linguistics domain, it is clear that item (2) which states (constructing sentences in English is not an easy task) with a mean of (3.27), and item (3) which states (English is full of synonyms that I cannot select from when I speak) with a mean of (3.17). These two items are the most which cause problems for speaking skill in the linguistic domain. The researcher noticed that students have difficulties in language itself. They cannot construct sentences and they lack the ability to choose the right synonyms while speaking. And this reveals to cause problems with all aspects of how people use language. This result conflicts with Alroud (2016) study. His study shows that linguistic domain was with mid-effect in learning English speaking skill.

Regarding pedagogical domain, it is clear from the figure of item (5) which says (there are very few nonacademic activities outside my English class) was the most important problem with a mean (3.38), while the lowest mean average was item (4) which states (the teaching aids my English teacher uses are not attractive and engaging) with a mean of (2.76). The results show that the pedagogical domain is with a mid-effect in the difficulties that hinder English speaking skill. This study agreed with Rababa'h (2005) he stated that there are some factors that causes the difficulties in speaking such as; the teaching strategies, the curriculum, the environment and the learner itself. The researcher noticed that the lack of narration activities in curriculum it could be reveals to the difficulties in speaking. Moreover, teaching aids play a major role in teaching speaking with a modern methods such as drama and role play. Scrivener (1994) also mentioned a few suggestions which can help teachers to improve the speaking lessons such as structuring talk (reducing the teacher's participation level by confirming that the learners get the maximal chance of talking in class).

For the domain on the speaking difficulties related to psychological reasons, item (4) which states (I hesitate when I try to speak English to avoid mistakes) was the highest mean average (3.36), followed by the items of lack of motivation, not having enough confidence to speak English, feeling shy when speaking English. Yet, item (1) which states (I dislike English language in general) was the lowest mean average of (2.43). The researcher has noticed that most of the students like English language as it has the lowest mean average in the psychological domain which reveals that students just need more oral

activities and practice of English speaking for several times. This results agrees with Alroud study (2016). He sees that hesitation and anxiety were the most important reasons of the problems while speaking English. Maybe this explained that some learners are worried about making mistakes, nothing to say because of shyness.

Social environment domain had a moderate degree. The items of society environment domain as difficulties in speaking skill that students encounter from students' perspectives as follows: (I never speak English at home); the mean average was (3.02), (people criticize me when I speak English; my friends do not agree to communicate with me in English; people in my society do not encourage me to have training courses in English conversation; I avoid speaking English outside the English class because people generally criticize me). According to Alroud's (2016) study, the items of social domain, agreed to the results of the researcher's study as the lowest and the highest mean average that causes problems for speaking skill in the social domain. Rababah's (2005) agreed that environment can cause the difficulties in speaking because the learners used mother tongue around and they did not have a real situation to talk.

### **5.2.3 Discussion of the results of the hypothesis of the third question**

#### **5.2.3.1 Discussion of the results of the first null hypothesis**

**Hypothesis (1): There are no statistical differences at ( $\alpha \leq 0.05$ ) arithmetic means in the speaking difficulties that students face at the secondary stage from the teachers' perspectives at governmental schools in Bethlehem district due to gender.**

It was found that there are no statistically significant differences at ( $\alpha \leq 0.05$ ) arithmetic means in the speaking difficulties that students face at the secondary stage from the teachers' perspective at governmental schools in Bethlehem district due to teachers' gender.

For the domain on speaking difficulties related to the content (textbook) from teachers' perspectives, the highest mean was (3.26) for males, and (3.03) for females. This indicated that male teachers and female teachers see that the textbook is full of vocabulary and dialogues that suit the students. Moreover, it contains practical pronunciation exercises and narration activities. This could be explained as the textbook is fitting the students level. While Rababah's (2005) stated that the difficulties in the speaking attributed to curriculum and to the teacher itself and this could be explained as some teachers did not have the

ability to follow a modern strategies in teaching speaking. May be when involve students in extracurricular activities can provide them with more chances to use the language, and the classroom will not be the only place where they are exposed to the English language.

The second domain was on speaking difficulties related to pronunciation from teachers' perspectives. The highest mean was (3.86) for males, and (3.40) for females. This means that male teachers see that his students lack the ability to distinguish between word/noun stress and stressed syllables and the difficulties in pronouncing consonants, vowels and diphthongs. Also, female teachers see the same problem with their students. Al-Dwiek (2008) agreed that the students in Jordan have problems in pronouncing English words especially vowels, the fact that the teachers neglect the pronunciation it could be explained to the lack of the interest to teach pronunciation, or maybe they feel that they need to improve their skills in teaching pronunciation. Moreover, some students cannot pronounce the long words, and this maybe attributed to the fact that there is a less focus on teaching pronunciation.

The third domain was on speaking difficulties related to vocabulary from teachers' perspectives. The highest mean was (3.76) for males, and (3.71) for females. This means that male and female teachers believe that their students have difficulties in using new vocabulary in sentences because they have difficulty in deriving classes of vocabulary such as noun-verb-adj-adv. Moreover, students have a limited amount of vocabulary that hinder their speaking ability and that could be explained to make a trouble while practice the conversation. Some teachers rate vocabulary as the most difficult components in the speaking skill. If the teachers give more attention to teaching vocabulary the students could be establish the bases of learning the speaking skill.

The fourth domain on speaking difficulties is related to grammar from teachers' perspectives. The highest mean was (3.92) for males and (3.79) for females. Male and female teachers have the same opinions about their students in being weak in the ability to produce right active and passive voice utterances, and forming grammatically correct sentences. Moreover, they do not know when and how to use the form of verbs. May be it could be explained to the negligence of the importance of teaching functions of grammar.

The fifth domain on speaking difficulties is related to fluency from teachers' perspectives. The highest mean was (3.90) for males, while (3.93) for females. Despite that the number of male

teachers is bigger than the number of female teachers, the average mean of the difficulties related to fluency is less for the male teachers. This means that male teachers think their students lack the ability to express their thoughts and ideas when they speak in real situations. The highest mean average of the difficulties in speaking related to fluency domain from teachers' perspectives is marked as students originally have difficulties with other the elements of the language (grammar, vocabulary and pronunciation). Alnakhlah (2016) and Al- Dwiek (2008) study conflicts with this study. Fluency domain arranged as the lowest range because students have difficulties in other elements (vocabulary, pronunciation and grammar) as a result they have difficulties in fluency but in this study fluency got the highest degree and may be it could be explained to the fact that learners have a defect in the components of the English language, because of using mother tongue in daily life.

#### **5.2.4.2 Discussion of the results of the second null hypothesis**

**2. There are no statistically differences at ( $\alpha \leq 0.05$ ) arithmetic means in the speaking difficulties that students face at the secondary stage from the teachers' perspectives at governmental schools in Bethlehem district due to their (teachers') qualification.**

The results show that there are no statistically significant differences at ( $\alpha \leq 0.05$ ) arithmetic means in the speaking difficulties that students face at the secondary stage from the teachers' perspective at governmental schools in Bethlehem district due to the teachers' qualification. The results show that the highest mean for the qualification in the whole domains on teachers who hold a Bachelor degree or less have a mean of (3.72). This means that the holders of B.A or less have an adequacy in teaching; they teach the content several times to different students. So, they have the ability to know the essence of the imperfection from students or from the elements of the language (vocabulary, pronunciation, grammar).

The teachers who hold an M.A also show differences in arithmetic means in the speaking difficulties that students face at the secondary stage from the teachers' perspectives at governmental schools in Bethlehem district due to the teachers' qualification. The results show that the average mean was (3.46) for the whole domains on the teachers who hold a Master's degree. This means that the teachers who hold high qualifications address the difficulties in speaking at all levels. They concentrate more on the elements of the language (grammar, vocabulary, pronunciation). In speaking difficulties related to the vocabulary domain in teachers questionnaire, the mean average of the teachers who have a B.A degree or less was (3.73) while the mean average of the teachers who have a M.A was

(3.77). This could be explained that teachers who have an M.A degree utilizes English language teaching the elements of the language, and maybe have a modern strategies in teaching speaking, however there were not a big differences in mean average between the teachers who hold a bachelor degree and the teachers who have a M.A. It is obvious that the foreign language, which is used from teachers affects positively of learning how to speak English inside and outside the class, Maybe teachers have a master degree develops abilities in teaching speaking and interested more to teach speaking.

#### **5.2.4.3 Discussion of the results of the third null hypothesis**

### **3. There are no statistically significant differences at ( $\alpha \leq 0.05$ ) arithmetic means in speaking difficulties that students face at the secondary stage from teachers' perspectives at governmental schools in Bethlehem district due to their experience.**

The results show that there are no statistically significant differences at ( $\alpha \leq 0.05$ ) arithmetic means in the speaking difficulties that students face at the secondary stage from the teachers' perspective at governmental schools in Bethlehem district due to the teachers' experience. It could be argued that teachers with less than 5 years' experience don't have sufficient experience in teaching. They should improve themselves by completing their education or by attending training courses which enable them to greatly benefit their students, which would reflect positively on the students.

Teachers of 5-10 years of experience, could have sufficient experience in (textbook, pronunciation, grammar, vocabulary and fluency). Moreover, they keep playing a motivating and encouraging role on the students. They have to enroll in different courses of training during their teaching, and they should take into consideration the weak and strong points of the learners in order to enhance the strong points and to cure the weaknesses of the learners.

On the other hand, teachers with 11-20 years of experience, could have a feeling of boredom towards teaching, or could be frustrated by dealing with weak learners. As a result, their energy has been depleted; they also just maintain using traditional methods that they have taught over their teaching years.

## **5.2.5 Discussion of the results of hypotheses of the fifth question**

### **5.2.5.1 Discussion of the results of the first null hypothesis**

- 1- There are no statistically significant differences at ( $\alpha \leq 0.05$ ) arithmetic means in the speaking difficulties that students face at the secondary stage from the students' perspectives at governmental schools in Bethlehem district due to the students' gender.**

The results showed that there are statistically significant differences at ( $\alpha \leq 0.05$ ) arithmetic means in the speaking difficulties that students face at the secondary stage from the students' perspectives at governmental schools in Bethlehem district due to the students' gender. The results were in favor of the females rather than the males. It may could be explained that females interested more about speaking English because it benefits them studying at universities abroad. The differences may be attributed to the variables of gender definitely in the difficulties related to the social environment and speaking difficulties related to psychological reasons.. It is clear that the social environment is the most effective one, and this could be due to the students' mother tongue which is the Arabic language. So, it seems to be surprising to find a person who speaks English with a familial environment and outside, and if that happens, it will be isolated from others. So, it could be explained to the social environment reflects its effects on psychological reasons, where learning and practicing speaking through motivation come at the bottom. As a result, the learners being shy, lack of self-confidence and fear from making errors when practicing speaking a foreign language, and that would lead to weak learning of the speaking skill. The results of Alroud (2016) found that there is an effect for the interaction between the students gender in social domain and this it could be due to the students mother tongue which is Arabic and it is the means of communication between the members of the family and the society.

### **5.2.5.2 Discussion of the results of the second null hypothesis**

- 2- There are no statistically significant differences at ( $\alpha \leq 0.05$ ) arithmetic means in the speaking difficulties that students face at the secondary stage from the students' perspectives at governmental schools in Bethlehem district due to student's place of living.**

According to the students' place of living, it is obvious that there are statistically significant differences at ( $\alpha \leq 0.05$ ) arithmetic means in the speaking difficulties that

students face at the secondary stage from the students' perspectives at governmental schools in Bethlehem district. This indicates that the results are in favor of students who live in the village, which is attributed to the social environment domain and linguistic reasons domain when compared with the students who live in a city or in a camp. The students who live in a village, it could be have a serious responsibilities towards learning English language due to social factors such as willingness to learn abroad, their desire to receive foreign guests who come to their village. Moreover, the results are attributed to linguistic reasons. Students living in a village, may be their classroom environment courage them to learn English language effectively because of the size of the classroom. This could be explained in that small classes enhance the students' interactions, and their performance become better in speaking than the students who live in a city or in a camp. In addition, the Directorate of Education has employed new teachers in villages. This has resulted in effective teaching methods that have improved their competence in teaching. Rababah's (2005) stated that only one participant can talk at a limited time because of large classes and the tendency of some learners to dominate, while others speak very little. Ur (1996) study agreed that large amount of class did not give the opportunity for students to speak English. The class in villages contains 15 students and that's could be explained the differences between students living in villages and those living in camps in favor of the students living in villages. The results could be explained that small classes facilitate interaction between students and teachers, moreover allows the teacher to give the students continuous evaluation, support and provide greater flexibility in teaching speaking activities.

### **5.3 Discussion of the results of the interviews**

Actually, the interviews were conducted to let students speak more freely about the difficulties they face in speaking skill. The results of the interviews have supported the results of questionnaires.

Students have agreed that speaking English is difficult due to the fact that English is not their mother tongue; their memorizing the unfamiliar vocabulary is weak. They also do not communicate with foreigners, and they do not possess a strong background in English since childhood. Their environment does not motivate them to use English outside the classroom.

The researcher has noticed that all the interviewees in question one which express students' beliefs about the difficulties of speaking skill have emphasized that the difficulties revolve around the linguistic domain. Their answers were have affirmed that English is not their mother tongue, and they cannot select the suitable synonym while speaking. Alroud (2016) study affirmed that the social problems are the most reasons of the difficulties due to the students mother tongue, so they neglect using English language fearing from ridiculous seeing from others. In the students' questionnaire, item (2) in the linguistic domain which states (constructing sentences in English is not an easy task) has a high degree. The interviewees have given almost the same answer. They have stated that despite the fact that they know the meaning of the words, they have difficulty in constructing sentences. Question two in the interview which states (what are the main difficulties that hinder your speaking abilities?). Students answered almost the same. Some students answered that they did not have activities in speaking outside their class. So, they lack the real situation to communicate effectively. Rababah's pointed out that the teaching strategies and the curriculum causes difficulties in speaking English. Teaching strategies on speaking are inadequate and insufficient. This results to hinder the development of speaking. Some of the interviewees gave similar answers to question one, affirming that English language is not a mother tongue, so it is difficult for them to communicate. Also, most of them agreed that the society and people around do not give them the opportunity to use English language.

In addition, students in the interviews mainly referred to the difficulties they encounter in speaking, which refers to the fact that teachers are not highly interested to teach the

students speaking because the secondary students' main interest is in getting high scores in English rather than concentrating on speaking. Speaking come later in the future when they join the university, or they can take conversation courses after finishing the twelfth class.

Question three asked about the times speaking English in the daily life, in fact students do not have a real situation to communicate effectively. Their responses were limited on using language during class, one of them seems that have a foreigners friends, and uses English language on Facebook, and the other interviewee use simple words in English in their daily life such as (Hello, how are you?). littlewood (1981) argued that some teachers use mother tongue in English class and this reveals to the difficulties in listening and speaking English, as a result the students do not use language in a real situation. Some students in the interview stated that they feeling shy while speaking English language and fearful from making mistakes, as a result they hesitates when trying speaking Foreign language. Ur (1996) pointed out that students have nothing to say because of worried about making mistakes and fearful from criticism. As a result students have no motive to express thoughts and ideas with foreign language.

In fact, in the interview, students showed high perspectives towards the importance of speaking skill, In the questionnaire, item (2) got a moderate degree. In the interview some students ranked speaking as the first and second amongst the other skills.

Question four asked about the preferred method that the teacher could use to improve their speaking skill; some of them preferred using drama, role play, singing, debating. Their answers benefit teachers by putting remedial plan of the difficulties encounter students in speaking skill, also it benefit other researcher about investigating those methods on improving speaking skill. Ur's (1996) study affirmed that the teacher should promote activities in order to solve speaking problems such as group or pair work.

The researcher sees rather than concentrating about grammar we may be concentrate more about speaking and listening. Foreigners understand what we mean if we try to express ideas and talk anything, they do not care about the grammatically sentence, moreover, when we try to talk we should concentrates about the vocabulary and how to pronounce it then we aware how to form a grammatically sentence by using the right tenses. In addition listening constantly to L2 language can emerged the audio language which reveals to the right pronunciation and getting used to speak the English language progressively.

## 5.5 Conclusion

Findings of the study show that there are many factors that contribute to the difficulties in the speaking skill. The results of teachers' questionnaire showed that there were no statistically significant differences between teachers' gender "male" and "female", and there were no statistically significant differences between teachers who hold different university degrees or qualification. Also, there were no statistically significant differences between teachers with less than 5 years' experience, 5-10 years' experience and those with 11-20 years of experience.

The results of students' questionnaire showed that there were statistically significant differences between students' gender "male" and "female" in favor of females. Also, there were statistically significant differences between students' place of living (city- camp-village) in favor of village students.

The students' interviews revealed that all students encounter various difficulties in the English speaking skill such as the lack of using the correct form of grammar in speaking, the lack of vocabulary and lack of synonyms, lack of being afraid of making mistakes while talking, lack of practicing the language in real situations, and the people's criticism on students while speaking English. And the overcrowded in classes inhibit the speaking opportunities.

Furthermore, this study discovered that students are not bad in the components of the English language but also they have very little idea about using and understanding vocabulary, grammar and pronunciation. The difficulties in grammar because of some teachers teach it as a mathematics with a rule so students may hate grammar at all. Some teachers lack the experience to teach vocabulary, furthermore the students do not save the synonyms. Moreover long words is difficult to pronounce from students so they reveals to the problems in speaking.

## **5.4 Recommendations**

In the light of the results reviewed throughout this study, the researcher recommends the following:

### **Recommendations to Teachers**

- 1- Teachers should manage time during the school class to improve students' learning of EFL in general. Also, the results show that students have difficulties and weakness in all language skill from teachers' perspectives. Therefore, English teachers should use new methods such as (Debate, Drama and Lyrics) as some interviewees suggested in the interviews. All language elements should be improved. Moreover, they shouldn't neglect the speaking activities because they are the most important of the all English language skills.
- 2- It is important to create cheering classrooms for speaking. Despite students' failure or weakness in speaking, teachers can create a supportive and stimulating speaking environment. Usually, students with speaking difficulties are afraid of trying to speak. Fear of making errors has a negative effect on how they feel, whether they are confident enough even to try. The teacher has the responsibility to motivate students with an environment of trust, and by giving them the chance to learn to speak.
- 3- Teachers should enroll in training courses and workshops to improve their speaking skill. Also take intensive courses on how to teach speaking strategies.
- 4- It is necessary that teachers give more attention to teaching vocabulary, with emphasis on pronunciation (language pitch, intonation, rhythm and stress) and to teaching how to use grammar in communicative situations rather than separating teaching grammar rules from communicative situations or teaching grammar rules in abstract.

### **Recommendations to curriculum designers and decision makers**

- 1- The researcher proposes that the ministry of education should adopt the idea of including speaking skills into governmental exams (Tawjihi exam). The speaking test should be conducted by the teachers of English a month before the starting day of the written exam.

- 2- Curriculum designers should take into consideration speaking skill activities while setting the outline of the curriculum of English. Also, more narration activities have to be included.

### **Recommendations to learners**

- 1- Learners should take into conversation courses after school, and these courses can be held for students at centers or universities.
- 2- It is important for learners to have challenging tasks in speaking and to be asked to describe the events of the movies after watching them, for example.
- 3- They need to practice language in authentic situations, such as having conversations on the internet with foreigners, or communicating with them constantly.
- 4- Students should be using speaking in a daily basis, regardless of the criticism, unwillingness, and anxiety.

### **Suggestions for further studies**

- 1- More research should be carried out to overcome the real causes of students' difficulties in the speaking skill.
- 2- Designing phonological programs which can be reflected as a ceiling plan to assess the language proficiency.
- 3- More research should be conducted on how to improve speaking skill.
- 4- More research is required on the difficulties of speaking in other directorates of education in Palestine.

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# Appendices

## Committee of Judges

|                        |                                  |
|------------------------|----------------------------------|
| Prof. Afif Zidan       | Al-Quds University               |
| Dr. Aziz Khalil        | Palestine- Ahliya University     |
| Dr. Ghassan Sirhan     | Al-Quds University               |
| T. Maha Issa           | Headmistress Al-Shawawra School  |
| Dr. Mahmoud tmiezah    | Palestine- Ahliya University     |
| Dr. Mohammad Dief      | Al-Quds Open University          |
| T. Nai'm Salah         | Palestine- Ahliya University     |
| Dr. Omer Abu-Al Homous | Al-Quds University               |
| Dr. Suad Al-Abed       | Al-Quds open University          |
| T. Suha Awwad          | Headmistress Al-Awda girl School |

## صعوبات المحادثة لدى طلبة المرحلة الثانوية

### الاستبانة

عزيزي الطالب-ة :

تهدف هذه الإستبانة إلى تحديد الصعوبات التي تواجهك في مهارة المحادثة باللغة الانجليزية، وذلك من خلال إجاباتك على فقرات الإستبانة جميعها. علما أن إجاباتك ستبقى فقط لأهداف البحث العلمي وليس لها تأثير على علامتك المدرسية , لذلك ندعوك عزيزي الطالب/ة أن تجيب عن فقرات الاستبانة بكل صدق حتى نحصل على نتائج حقيقية .

تذكروا:

- تنقسم الاستبانة إلى قسمين: القسم الأول يتضمن التعليمات حول كيفية الإجابة عن الاستبانة و المعلومات الخاصة بالطلبة. والقسم الثاني يحتوي على فقرات الاستبانة والمقسمة الى اربعة مجالات. والمطلوب منكم طلبتنا الأجراء قراءة العبارة بشكل صحيح وفهمها، ومن ثم وضع إشارة ( X ) أمام العبارة الصحيحة والتي ترونها مناسبة.
- إقرأ/ي فقرات الاستبانة بطريقة صحيحة ودقيقة قبل الإجابة عليها.
- لا يجوز وضع إشارتين مقابل نفس الفقرة.
- لا تنسى/ي الإجابة عن أية فقرة من الفقرات.

الجنس : ذكر  أنثى

مكان السكن : مدينة  قرية  مخيم

Please answer the following items by putting (X) in the box that best expresses your perspectives.

| Item no  | Statement  | Strongly agree<br>موافق بشدة              | Agree<br>موافق | Neutral<br>محايد | Disagree<br>معارض | strongly disagree<br>معارض بشدة |
|----------|--|---|----------------|------------------|-------------------|---------------------------------|
| <b>I</b> | <b>Students' understanding of the importance of the speaking skill</b>   | ادراك وتقدير الطلبة لأهمية مهارة المحادثة |                |                  |                   |                                 |
| 1.       | I recognize and appreciate the importance of English speaking skill.<br>لدي وعي وتقدير لأهمية مهارة المحادثة.  |   |                |                  |                   |                                 |
| 2.       | I find that speaking skill is harder than other language learning skills (reading, writing, and listening).<br>أجد مهارة المحادثة أصعب من غيرها من المهارات الأخرى مثل: "الكتابة- القراءة- الاستماع" |   |                |                  |                   |                                 |
| 3.       | Speaking in English helps me in communicating with foreigners.<br>المحادثة بالانجليزية تساعدني في التواصل مع الاجانب.  |   |                |                  |                   |                                 |
| 4.       | I do not know how to improve/develop my speaking skill in English.<br>لا أعرف كيف أحسن/ أطور مهاراتي في المحادثة باللغة الانجليزية.  |   |                |                  |                   |                                 |
| 5.       | I recognize and appreciate that speaking English benefits me in finding a job and in my future in general.<br>ادرك واقدر ان التحدث بالانجليزية يفيدني في ايجاد عمل وفي مستقبلي بشكل عام.             |   |                |                  |                   |                                 |

| <b>II Speaking difficulties related to the social environment</b> |   | <b>صعوبات المحادثة المتعلقة بالبيئة الاجتماعية</b> |  |  |  |  |
|---|---|--|--|--|--|--|
| 6.  | I never speak English at home.<br>لا نتحدث الانجليزية في البيت مطلقاً.  |  |  |  |  |  |
| 7.  | People criticize me when I speak English.<br>اتعرض لانتقاد الناس عندما أتكلم باللغة الانجليزية.   |  |  |  |  |  |
| 8.  | People in my society do not encourage me to have training courses in English conversation.<br>الناس في المنطقة التي أسكن فيها لا يشجعوني على الاشتراك في دورات المحادثة الانجليزية. |  |  |  |  |  |
| 9.  | I avoid speaking English outside the English class because people generally criticize me.<br>اتجنب الحديث بالانجليزية خارج الصف لأن الناس ينتقدونني معظم الاحيان.                   |  |  |  |  |  |
| 10.   | My friends do not agree to communicate with me in English.<br>اصدقائي لا يوافقوا على التواصل معي باللغة الانجليزية.   |  |  |  |  |  |
| <b>III Speaking difficulties related to psychological reasons</b> |   | <b>صعوبات المحادثة المتعلقة بأسباب نفسية</b>       |  |  |  |  |
| 11.   | I dislike the English language in general.<br>انا لا احب اللغة الانجليزية بشكل عام.   |  |  |  |  |  |
| 12.   | I feel shy when I speak English.<br>أشعر بالخجل عندما أتحدث باللغة الانجليزية.  |  |  |  |  |  |
| 13.   | I lack the motivation to speak English.<br>أفتقر الى الدافعية للتحدث بالانجليزية.   |  |  |  |  |  |
| 14.   | I hesitate when I try to speak English to avoid mistakes.<br>أتردد عندما أحاول التحدث باللغة الانجليزية تجنباً للأخطاء.   |  |  |  |  |  |
| 15.   | I do not have enough confidence to speak English.<br>ليس لدي الثقة الكافية للتحدث بالانجليزية.  |  |  |  |  |  |
| <b>IV Speaking difficulties related to linguistic reasons</b>     |   | <b>صعوبات المحادثة المتعلقة بأسباب لغوية</b>       |  |  |  |  |
| 16.   | English vocabulary is complicated so that I find it difficult to speak.<br>المفردات الانجليزية معقدة ولذا اجد صعوبة في التحدث بها.  |  |  |  |  |  |
| 17.   | Constructing sentences in English is not an easy task.<br>بناء الجمل بالانجليزية ليس امرا سهلا.   |  |  |  |  |  |
| 18.   | English is full of synonyms that I can not select from when I speak.<br>اللغة الانجليزية مليئة بالمترادفات بحيث لا استطيع ان اختار منها الكلمة المناسبة حينما اتحدث.                |  |  |  |  |  |
| 19.   | English pronunciation is so complicated that I find it difficult to speak.<br>اللفظ باللغة الانجليزية امر معقد جدا ولذا اجد التحدث بها مهارة صعبة.                                  |  |  |  |  |  |

|          |   |  |  |  |  |  |
|----------|---|--|--|--|--|--|
| 20.      | English expressions, idioms and terms are strange and difficult to use.<br>اللغة الانجليزية تحتوي على مصطلحات غريبة وصعبة للاستخدام.  |  |  |  |  |  |
| <b>V</b> | <b>Speaking difficulties related to pedagogical reasons</b><br>صعوبات المحادثة المتعلقة بأسباب تربوية/ تعليمية  |  |  |  |  |  |
| 21.      | My English teacher's competence, character and techniques do not motivate me to improve my speaking skill.<br>كفاءة معلمي في مادة اللغة الانجليزية وشخصيته واساليبه لا تحفزني على تطوير مهارتي في المحادثة. |  |  |  |  |  |
| 22.      | My noisy classroom environment does not help me improve my speaking skill.<br>الجو المزعج في غرفة صفي لا يساعدني على تطوير مهارتي في المحادثة.  |  |  |  |  |  |
| 23.      | My classmates' criticism hinders my speaking abilities.<br>انتقاد زملائي في الصف يعيق قدراتي في المحادثة.   |  |  |  |  |  |
| 24.      | The teaching aids my English teacher uses are not attractive and engaging.<br>الوسائل التعليمية التي يستخدمها استاذي في مادة اللغة الانجليزية ليست جذابة وليست مشوقة.                                       |  |  |  |  |  |
| 25.      | There are very few nonacademic activities outside my English class.<br>هناك القليل جدا من النشاطات الهادفة لتطوير مهارة المحادثة في اللغة الانجليزية خارج غرفة الصف في مدرستي.                              |  |  |  |  |  |

**Al-Quds University**  
**Teaching Methods Department**  
**Educational Science**

Dear teacher,

The following two questionnaires have been developed to collect information for the M.A. thesis entitled:

**“The Difficulties Students Face in Speaking Skill at the Secondary Stage from Teachers’ and Students’ Perspectives at Governmental Schools in Bethlehem District”**

The thesis is completed in partial fulfillment of the requirements of Master’s Degree from the Faculty of Graduate studies, Al-Quds University. Please fill in the in the appropriate space.

The researcher assures you that the information will be strictly confidential and will only be used for the purposes of the study.

Researcher: Jihan shweiki.

## **Part (1): Personal Information**

**Please put (x) in the place that suits your case:**

**Gender:** a- Male ( ) b- Female ( )

**Qualification:** a- Diploma ( ) b- Bachelor ( ) c- Master's ( )

**Years of experience:** a- Less than 5 years ( ) b- 5-10 years ( ) c- 11-20 years ( )

## **Part (II):**

This part consists of all the statements which are classified into five domains:

Domain 1 is about speaking difficulties related to content (textbook).

Domain 2 is about speaking difficulties related to pronunciation.

Domain 3 is about speaking difficulties related to vocabulary.

Domain 4 is about speaking difficulties related to grammar.

Domain 5 is about speaking difficulties related to fluency.

Please answer the following items by putting (X) in the box that best expresses your perspective:

| Item no  | Statement   | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|--|---|----------------|-------|---------|----------|-------------------|
| <b>I Speaking difficulties related to the content (Textbook)</b> |   |                |       |         |          |                   |
| 1.   | The textbook lacks consistency between pictures, paragraphs and questions inside. |                |       |         |          |                   |
| 2.   | The textbook does not have enough dialogues.                                      |                |       |         |          |                   |
| 3.   | The vocabulary items are selected to suit students level.                         |                |       |         |          |                   |
| 4.   | The textbook has inadequate speaking in narration activities.                     |                |       |         |          |                   |
| 5.   | The textbook does not contain a glossary drills.                                  |                |       |         |          |                   |
| 6.   | The textbook does not contain proper pronunciation exercises.                     |                |       |         |          |                   |
| 7.   | The textbook has complex grammatical structures.                                  |                |       |         |          |                   |

|  |   |  |  |  |  |  |
|--|---|--|--|--|--|--|
| <b>II Speaking difficulties related to pronunciation</b> |   |  |  |  |  |  |
| 7.   | My students: have difficulties in pronouncing vowels.                           |  |  |  |  |  |
| 8.   | Have difficulties in pronouncing consonants.                                    |  |  |  |  |  |
| 9.   | Have difficulties in pronouncing diphthongs.                                    |  |  |  |  |  |
| 10.  | Have difficulties in differentiating between word/ noun stress.                 |  |  |  |  |  |
| 11.  | My students do not distinguish the proper stressed syllables.                   |  |  |  |  |  |
| <b>III Speaking difficulties related to vocabulary</b>   |   |  |  |  |  |  |
| 12.  | My students: have difficulties in using new vocabulary in meaningful sentences. |  |  |  |  |  |
| 13.  | Have a limited amount of vocabulary for speaking.                               |  |  |  |  |  |
| 14.  | Do not possess enough repertoire of active vocabulary.                          |  |  |  |  |  |
| 15.  | Do not possess enough repertoire of passive vocabulary.                         |  |  |  |  |  |
| 16.  | Have difficulties in deriving classes of vocabulary( noun- verb- adj- adv)      |  |  |  |  |  |
| <b>IV Speaking difficulties related to grammar</b>       |   |  |  |  |  |  |
| 17.  | My students: have difficulties in forming grammatically correct sentences.      |  |  |  |  |  |

|     |  |  |  |  |  |  |
|-----|--|--|--|--|--|--|
| 18. | Have difficulties in using the right tenses orally.  |  |  |  |  |  |
| 19. | Have difficulties in subject-verb agreement orally.  |  |  |  |  |  |
| 20. | Have difficulties in using the right parts of speech.                                      |  |  |  |  |  |
| 21. | Have difficulties in producing right active voice and passive voice utterances.            |  |  |  |  |  |
| 22. | Have difficulties in choosing the correct tense in scrambled tenses.                       |  |  |  |  |  |
| V   | <b>Speaking difficulties related to fluency</b>  |  |  |  |  |  |
| 23. | My students: have difficulties in expressing their ideas when they speak in communication. |  |  |  |  |  |
| 24. | Have difficulties in organizing their ideas.   |  |  |  |  |  |
| 25. | Have difficulties in expressing themselves easily and freely.                              |  |  |  |  |  |
| 26. | Have limited repertoire of lexical choice.   |  |  |  |  |  |
| 27. | Have difficulties in forming correct sentences.  |  |  |  |  |  |



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

STATE OF PALESTINE  
Ministry of Education & Higher Education  
Directorate of Education & H. E /Bethlehem



دولة فلسطين  
وزارة التربية والتعليم العالي  
مديرية التربية والتعليم العالي/بيت لحم

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مديري ومديرات المدارس الحكومية الثانوية المحترمين  
تحية طيبة وبعد،،

#### الموضوع: تسهيل مهمة

لا مانع من تسهيل مهمة الطالبة: " جيهان هاني عبد الرحيم الشويكي "، تخصص " أساليب تدريس " من جامعة القدس ، والسماح لها بتوزيع استبانة تتعلق برسالة الماجستير بعنوان: " The difficulties student face in speaking skill at the secondary stage from teachers and students viewpoints at governmental schools in Bethlehem district."، على أن لا يؤثر ذلك على سير العملية التعليمية.

مع الاحترام

أ. سامي كامل مروة

مدير التربية والتعليم العالي



التعليم العام  
ن.ع/ع.ن

تحدي القراءة العربي  
نحو فوز مدرسة بنات العودة الأساسية بجائزة برنامج تحدي القراءة العربي للعام 2018 م

ماتف (02-2741271/2) Tel - فاكس (02-2744392) Fax - بيت لحم من ب: (168) P.O.Box Bethlehem

الصعوبات التي تواجه طلبة المرحلة الثانوية في مهارة المحادثة من وجهة نظر المعلمين والطلبة  
في المدارس الحكومية في محافظة بيت لحم

اعداد: جيهان هاني عبد الرحيم الشويكي

اشراف: د. حسن حمد

## الملخص

هدفت هذه الدراسة الى التعرف إلى الصعوبات التي تواجه طلبة المرحلة الثانوية في مهارة المحادثة من وجهة نظر المعلمين والطلبة في المدارس الحكومية في محافظة بيت لحم. وهدفت هذه الدراسة كذلك الى معرفة العوامل التي اعاقت تحسين القدرة على المحادثة لدى الطلبة، ومدى تقدير الطلبة لأهمية مهارة المحادثة. أجريت الدراسة خلال الفصل الأول من العام الدراسي (2018-2019) في المدارس الثانوية في محافظة بيت لحم. تم استخدام ثلاثة ادوات لتطبيق الدراسة والتي اشتملت على استبانة لمعلمي اللغة الانجليزية واستبانة لطلبتهم بالإضافة الى مقابلة لطلبة المرحلة الثانوية، ومن خلال هذه الاستبانات تم جمع البيانات ومعالجتها باستخدام المتوسطات الحسابية والانحرافات المعيارية، التكرارات والنسب، اختبار (ت) وتحليل التباين الأحادي ومعامل ارتباط بيرسون، وكرونباخ الفا باستخدام الرزم الاحصائية. تكون مجتمع الدراسة من جميع معلمي اللغة الانجليزية وطلبتهم في المرحلة الثانوية للصفوف (العاشر - الحادي - الثاني عشر)، حيث تكونت العينة من (25) معلماً ومعلمة و (379) طالباً وطالبة في المدارس الحكومية في محافظة بيت لحمتم اختيارهم بطريقة عشوائية طبقية، اضافة الى ذلك تم عقد مقابلة مع (14) طالباً وطالبة تم اختيارهم بطريقة عشوائية طبقية من مجتمع الدراسة حيث طرح عليهم اربعة اسئلة.

وأظهرت نتائج استبانة المعلمين بأنه لا توجد فروق ذات دلالة احصائية من حيث الجنس بين الذكور والاناث، وايضا لا توجد فروق ذات دلالة احصائية من حيث المؤهلات التربوية والجامعية للمعلمين، ولا توجد فروق ذات دلالة احصائية بين سنوات الخبرة للمعلمين (5 سنوات فأقل، من (5-10 سنوات)، ومن (11-20 سنة).

أظهرت نتائج استبانة الطلبة وجود فروق ذات دلالة احصائية بين الذكور والاناث لصالح الاناث، وأيضا وجود فروق ذات دلالة احصائية في مكان السكن (مدينة- مخيم- قرية) للطلبة لصالح طلبة القرى.

وكشفت مقابلة الطلبة عن وجود صعوبات متنوعة تواجه الطلبة في مهارة المحادثة باللغة الانجليزية مثل عدم استخدام التصريف الصحيح للقواعد في المحادثة، والنقص في معرفة المعاني ومرادفها، والخوف من الاخطاء اللغوية خلال المحادثة، وقلة ممارسة اللغة الانجليزية في مواقف حقيقية، والنقد الذي يتعرض له الطلبة عند التحدث بالإنجليزية من المجتمع المحيط.

**الكلمات المفتاحية:** الصعوبات, مهارة المحادثة, طلبة المرحلة الثانوية, المدارس الحكومية